

Annual Plan Mt Carmel 2026

Summary of the plan

This plan reflects the priorities identified by the Senior Leadership Team, Staff, Board, whānau and community. Data was collected from meetings with children, whānau and staff. At the end of each year we collate and analyse our data for areas of achievement and identify goals for the school.

Regulation 9(1)(e)

Where we are currently at:

(This is a high-level overview of where your starting place is. Include what has already been done in the previous year to meet the targets, and what will need to be done this year to address any targets that were not met last year.)

2025

- Teaching BSLA to junior children
- Maths no problem being used as a resource throughout the school
- Staff have had an initial look at October 2025 Maths and English curriculums
- Curriculum Teacher only day on new Mathematics and English curriculum
- Worked with Across School Leaders in Transition / Mathematics / Science / Literacy / Cultural competencies
- Regular data analysis to determine the most effective allocation of learning assistant resources

2026

- Professional Development in new Mathematics and English curriculum
- Professional development of staff in new assessment criteria
- Professional development in new Teaching standards
- Development and Implementation of Attendance Management plan
- Create reporting to parents template to match new curriculum areas
- Implementation of English and Maths Curriculums
- Implementation of SMART tool
- Implementation of Phonics Check
- Implementation of new Teaching Standards
- Enhance our teaching and learning by providing rich curriculum opportunities
- Target learning support interventions for children with learning and behaviour needs
- Provide opportunities for teachers to grow in their leadership experience

Annual Plan Mt Carmel 2026

Regulation 9(1)(f)

The teaching and learning strategies and programmes outlined support students in progressing and achieving, with a particular emphasis on literacy and mathematics, in the following ways:

Implementation and consolidation of BSLA in Phase 1 - aligned with structured literacy principles.

Professional development for teachers focused on the new English and Maths curriculums

Staff development and Implementation of Maths No Problem in Phase 1 and 2

Development of staff in new assessments from MOE

Use of robust student data (PAT, easttle, BSLA, Phonics Check and overall teacher judgement) for individualised learning plans and small group instruction.

Regularly review resources that support literacy and mathematics programmes, including staffing, materials, and technology.

Strategic Goal 1 Regulation 9(1)(a)

Christcentric

Be a faith community where a living God is encountered, knowledge in Jesus Christ's teachings is deepened and we respond to the call to live in Christian Witness.

Annual Target/Goal: Regulation 9(1)(a)

(This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)

- Strengthen connections with parish and community
- Consolidate new Religious Education programme in Years 1-6 for planning and teaching
- Provide experiences for Christian Witness
- Provide opportunities for faith development, staff and children.
- Board to be involved in understanding the role of Governance in a Catholic School
- Proprietors Representatives undertake Catholic Board training
- Review assessment of RE curriculum
- Increase participation in faith based activities

Annual Plan Mt Carmel 2026

What do we expect to see by the end of the year? Regulation 9(1)(d)
 (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Children participating in parish and catholic school activities
 Effective planning and teaching in RE
 Children participating in Outreach activities
 Professional development offered to enhance teachers' knowledge and skills in teaching religious education and facilitating faith formation.
 Review of RE curriculum assessment and plan for moving forward
 Board to understand the role of Governance in a Catholic School and the purpose of Catholic school education
 Senior school children participating in activities to strengthen their participation in their faith.

<p>Actions <i>Key actions this year to reach your annual target listed above</i> Regulation 9(1)(b)</p>	<p>Who is Responsible? Regulation 9(1)(c)</p>	<p>How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress.</i> Regulation 9(1)(d)</p>	<p>Regulation 9(1)(c) <i>Allocation of Board resources to meet target</i></p>
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Children participating in parish and catholic school activities

Annual Plan Mt Carmel 2026

Regular communication between the school and parish for newsletter information	Principal and DRS	Parish and school to feature in respective newsletters	0
Board representative to attend Parish council meeting twice a year	Principal and Proprietors Reps	Share with the Parish the schools vision and mission	0
Roster set up for each classes to attend mass	DRS Parish Principal Teachers	Once a term attendance at parish mass for classes	0
Schedule class time for senior children to participate in Proclaiming the Word competition	Class teachers	School competition for Proclaiming the Word held Certificate awarded at assembly for school winner Child to attend Catholic Schools Proclaiming what Word competition	
<ul style="list-style-type: none"> Effective planning and teaching in RE 			

Annual Plan Mt Carmel 2026

Continued professional development on the RE curriculum	Staff	Staff and team meeting time dedicated to collaborative planning of RE New teachers - new to catholic schools course	CRT release time for teachers
Review current assessment of RE and recording on Student Management System	DRS	Assessment and reporting of RE in line with new RE curriculum	0
Children's books going home regularly after Theme completed	Teachers	Parents regular comments on children's learning in their books	
Reflective reporting on RE	Teachers	Teachers planning evaluated during at the end of each theme Report comments are in line with all the years learning	
<ul style="list-style-type: none"> • Children participating in Outreach activities • Senior school children participating in activities to strengthen their participation in their faith. 			
Explore opportunities for children to visit Retirement homes in area	Teachers and SLT	Children visiting local retirement villages Invitation to villages to attend school events Retirement village attendance at school	0
Promote Caritas activities in school	DRS and Teachers	Student led activities focused on Caritas work Connecting with Social Justice Chats and follow up activities shared with school	0
Create an overview of schoolwide outreach activities	DRS	Timetable of charitable giving events for 2026 Across the year children have participated in a variety of outreach activities to support local and national organisations Competition held within school Child to attend Auckland Catholic schools Proclaiming the Word competition Certificate presented to child at assembly	0

Annual Plan Mt Carmel 2026

		Investigate establishment of memorial shield	
<ul style="list-style-type: none"> Professional development offered to enhance teachers' knowledge and skills in teaching religious education and facilitating faith formation. Review of RE curriculum assessment and plan for moving forward 			
Courses promoted to teachers	DRS / Teachers	Attendance on courses held by Catholic Schools Office / Te Kupenga 3 staff to attend 'Having Life to the Full'	Cost of course and reliever
Staff to attend Cluster meeting for RE	Teachers	Staff to attend meetings for local Catholic Schools from 4pm - 5:30pm run by CSO	
Meeting time dedicated to collaborative planning of RE	DRS / SLT	Collaborative plans for RE teaching and learning based on new curriculum Regular staff meetings held focusing on either RE/Theology/or faith formation	Cost of meetings and reliever
Review of current school assessment practises for RE curriculum	DRS / SLT	DRS participate in DRS meetings held by RE advisors about assessment Assessment practises updated from findings of review	
Review of current recording of assessment using Student Management system		Student management system recording of assessment updated	
<ul style="list-style-type: none"> Board to understand the role of Governance in a Catholic School and the purpose of Catholic school education 			

Annual Plan Mt Carmel 2026

<p>Familiarisation with - Catholic Education of School Aged Children</p> <p>External training offered to the Board through NZSTA and NZCEO</p>	<p>Board</p>	<p>Chapters of Catholic Education of School Aged children as reading for the Board</p> <p>Board members participation in training offered by NZSTA and NZCEO minuted.</p>	

Strategic Goal 2 - Regulation 9(1)(a)

Connection

To be an inclusive community where all feel safe, valued and have a sense of belonging.

Annual Target/Goal: - Regulation 9(1)(a)

Strengthen reciprocal relationships with families and cultural groups in school
 Imbed Mitey into school wide curriculum
 Improve student attendance
 Shared understanding of Health Curriculum

What do we expect to see by the end of the year? Regulation 9(1)(d)

(What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)

Annual Plan Mt Carmel 2026

Continue to strengthen relationships with whānau and families of various ethnicities
 Mitey programme integrated across the curriculum in school
 80% of children to attend school regularly (more than 90% of the time)
 Health curriculum shared with the school community

Actions <i>Detail the key actions you'll take this year to reach your annual target listed above</i> Regulation 9(1)(b)	Who is Responsible? Regulation 9(1)(c)	How will you measure success? <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i> Regulation 9(1)(d)	Regulation 9(1)(c) <i>Allocation of Board resources to meet target</i>
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- Strengthen reciprocal relationships with families and cultural groups in school

Hold community meetings with cultural groups	SLT	Meetings will have been held at school with Māori, Pasifika and Filipino communities. Attendance and academic results will be shared with these communities. - Possible outcome from meetings - support from communities for cultural activities in school	
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- Imbed Mitey into school wide curriculum

Create documentation to link Level 3 RE curriculum with: RC Wonderfully Made Document (NCRS, 2021) / MOE Relationships &	Principal / SLT Staff	Curriculum overview to link Religious Education curriculum - Tō Tātou Whakapono with Catholic documents and Mitey	
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Annual Plan Mt Carmel 2026

<p>Sexuality Education / Level 3 Health and Physical Education in The NZ Curriculum (2007) / Myself and Others / Mitey</p> <p>Use of Mitey lessons throughout the term</p> <p>Development of Mitey questionnaire to discuss with whānau and children at parent meetings</p> <p>Acknowledge Mitey 'characteristics' in children</p>		<p>Termly planning meetings Mitey lessons looked at Specific Mitey lessons used throughout the term per term that reflect the class needs or themes for the term</p> <p>Students, staff, parents and community have an understanding of Mental health programme in school Information about Mitey sent to community through newsletter and social media Teachers will gather a picture of how children manage their emotions in different ways Families can share important social, emotional health of their children. Teachers will use information in class throughout the year.</p> <p>Awards given out in assembly that acknowledge Mitey values</p>	
<ul style="list-style-type: none"> Shared understanding with the school community of the Health curriculum delivered in school 			
<p>Review and update the current Health Delivery plan</p>	<p>Principal / Board</p>	<p>Updated Health Delivery plan presented to the Board and school community</p>	<p>0</p>
<ul style="list-style-type: none"> Improved Student attendance at school 			

Annual Plan Mt Carmel 2026

<p>Create and publish Attendance Management Plan</p> <p>Monitor student attendance twice a term</p> <p>Complete Ministry required reporting on attendance through SMS provider</p>		<p>Attendance Management plan presented and adopted by Board AMP published on school website</p> <p>Review of student attendance and any children with attendance of concern AMP is followed</p> <p>Every Day Matters reports shared with Board</p>	
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Annual Plan Mt Carmel 2026

<p>Strategic Goal 3 - Regulation 9(1)(a) Curriculum To provide a rich curriculum to ensure every learner reaches their full potential and succeeds as children of God.</p>			
<p>Annual Target/Goal: Regulation 9(1)(a) (This is your target/goal for this year working towards one of the high-level tangible steps laid out in the strategic plan)</p> <p>Deliver knowledge rich curriculum grounded in effective pedagogy Familiarise and implement new English and maths curriculums Familiarise and implement new Teaching standards Familiarise and implement new assessment tools Familiarise and implement new reporting to parent guidelines Targeted learning support interventions for students with additional needs Consistent monitoring of student progress and achievement</p>			
<p>What do we expect to see by the end of the year? Regulation 9(1)(d) (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)</p>			
<p>Teaching and learning to reflect the needs of children Planning and teaching to reflect new curriculum areas Assessment of Maths and Literacy to be in line with Government requirements Implementation of Phonics Check for 20 and 40 weeks of school New SMART tool implemented New teacher standards introduced Use data to identify targeted learning support - focus students</p>			
<p>Actions Regulation 9(1)(b) <i>Detail the key actions you'll take this year to reach your annual target listed above</i></p>	<p>Who is Responsible?</p>	<p>How will you measure success? Regulation 9(1)(d) <i>Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template.</i></p>	<p>Regulation 9(1)(c) <i>Allocation of Board resources to meet target</i></p>

Annual Plan Mt Carmel 2026

	Regulation 9(1)(c)		
<ul style="list-style-type: none"> Deliver knowledge rich curriculum grounded in effective pedagogy 			
<p>Staff development on effective learning through play pedagogy</p> <p>Provide a variety of rich learning opportunities within the curriculum.</p> <p>Purchase of more Epro 8 Kits</p> <p>Purchase of Chrome books</p>	SLT and Teachers	<p>Staff meeting professional development on learning through play</p> <p>Children engaging in learning through play experiences</p> <p>Planning to reflect elements of play pedagogy</p> <p>Planning to show a variety of learning experiences</p> <p>EOTC activities School show</p> <p>Life Education van</p> <p>Beach Education</p> <p>Theatre performances</p> <p>Water care</p> <p>Local walks</p> <p>Junky monkey - cost ?</p> <p>Senior children participate in EPro8 competition</p> <p>Children using devices to access class work online and for collaborative learning.</p>	
<ul style="list-style-type: none"> Familiarise and implement new English and maths curriculums 			

Annual Plan Mt Carmel 2026

Professional Development of staff in English and Mathematics curriculums	Teaching staff	Participate in Maths No Problem training online Teaching and learning will reflect the new English and Maths curriculum Teaching teams collaborative planning time dedicated to new curriculums Creation of new planning templates to reflect new curriculums Align assessment SMS with new curriculums	Ministry Curriculum Days
<ul style="list-style-type: none"> Familiarise and implement new assessment tools 			
Staff development on new assessment tools	Junior school Teachers Team Leaders Principal and SLT	Familiarisation of staff with Phonics checks Teachers to begin using 20wk and 40 wk Phonics checks Familiarisation of staff with new SMART tool during Term 1 SMART available for setup - Term 1, 2026 First assessment window -Term 2, Weeks 1-5 (20 April – 22 May 2026) Second assessment window - Term 4, Weeks 1-5 (12 October – 13 November 2026) New Chrome books purchased to ensure assessment of children can take place Completion of Phonics Checks and data used to inform teaching and learning	Cost of eTap to change SMS information ?
<ul style="list-style-type: none"> Familiarise and implement new reporting to parent guidelines 			
Assessment and reporting to parents reflect the new		Review SMS assessment data collected Amend SMS markbooks to reflect new progress outcomes	

Annual Plan Mt Carmel 2026

curriculum		Revise and refine reporting to parents Use Ministry of Education language when reporting to parents	
<ul style="list-style-type: none"> Targeted learning support interventions for students with additional needs 			
Māori and Pasifika achievement is monitored	SLT	Regularly review Maori and Pasifika data Regularly review attendance data for Māori and Pasifika children	0
Develop groupings of children to support their learning	SLT Teachers	Use of data to identify children with learning needs Targeted support and extension activities based on assessment data to address individual learning gaps to accelerate progress Review of Learning support timetable termly	Teacher Aide wages = Approx \$150,000 (- \$50,000 funding MOE)
Utilise SMS to track focus students		Create focus students markbooks to track students who are identified as needing support. Discuss students during team meetings to ensure support is given	
<ul style="list-style-type: none"> Familiarise and implement new Teaching standards 			
Implementation of 2026 Standards of the Teaching Profession	Teachers + SLT	Staff meetings held on new standards Teachers are familiar with new standards Professional conversations in teams around new standards Professional Growth Cycles reflect new standards Attestation conversations held with Principal on new standards	0