



St Joseph's Catholic School, Takapuna

2024 - 2025 Strategic Plan

Vision:

Love God, love learning, and be the best we can be

Mercy Values:

Tika:Justice **Pono:**Truth **Aroha:**Love and Compassion **Manaakitanga:**Hospitality **Tapu:**Respect

Motto:

Atawhai:Courtesy **Tiaki:**Care **Ngatahi:**Cooperation **Kaha:**Courage



Strategic Goals

Kaupapa Whakapono | Special Character

The school encourages and facilitates the development of a personal relationship with Jesus Christ and the living of the Mercy Values

What do we expect to see:

An environment that reflects our St Joseph's kaupapa (what we stand for), our Catholic practices and supports all in the school community to live our Catholic faith

The enhancement of our special Catholic character through the implementation and integration of the new NZ Catholic RE programme

Ako | Teaching and Learning

Students are thriving, successful, life-long learners, who strive for personal excellence

What do we expect to see:

Use of the NZ Curriculum Refresh to create a St Joseph's Curriculum that is holistic, integrated, tailored and responsive to our learners

Weaving of Te Ao Māori into all that we do

Development of strong foundations for our students in Reading, Writing and Maths

The capabilities of our staff being strengthened to enable quality teaching and learning

A culturally responsive pedagogy, embedded, that is inclusive, collaborative, and focused on progress and achievement

Our children having the skills and knowledge to be safe, literate and confident digital citizens

Hauora | Wellbeing

A community that is safe, joyful, responsive and future-focused

What do we expect to see:

The wellbeing capability of all our learners being developed based on the principles of Te Whare Tapa Whā (physical, spiritual, family/social, mental, identity)

A commitment to ongoing improvement

Encouragement and celebration of success for all, both progress and achievement

Whakawhānaungātanga | Community

A community that works together based on our Mercy values and the principles and practices of mahitahi (working together)

What do we expect to see:

Our learning partnerships being strengthened

Community connections that continue to be built

The diversity in our community being valued and celebrated

The vulnerable in our community being actively supported

Kaupapa Whakapono | Special Character**The school encourages and facilitates the development of a personal relationship with Jesus Christ and the living of the Mercy Values**

Refer Regulations 7(1)(b)

| What do we expect to see: Refer Regulations 7(g) | How will we achieve or make progress towards our strategic goals Refer Regulations 7(e), 7(f) | How will we measure success? Refer Regulations 7(g) |
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| <p>An environment that reflects our St Joseph's kaupapa (what we stand for), our Catholic practices and supports all in the school community to live our Catholic faith</p> | <p>The Mercy Charism, Mercy Values and School Motto are taught, shared and reflected through the school day by children and staff</p> <p>Through prayers, liturgies, masses and the RE programme, the children learn and develop an understanding of what it is to be Catholic along with learning about Catholic practices</p> <p>As a parish school we continue to strengthen our connections with the Parish through looking for opportunities to interact with it</p> <p>Te Reo Maori and Tikanga Maori are intentionally integrated through our kaupapa, and our Catholic practices</p> | <p>Our learning environments reflect our kaupapa</p> <p>The interactions between students, between staff, and between staff and students reflect our kaupapa</p> <p>Children and staff can share St Joseph's kaupapa</p> <p>Through prayers, liturgies, masses and the RE programme children demonstrate and share their understanding of what it is to be Catholic and how this is reflected through Catholic Practices</p> <p>Te Reo Maori and Tikanga Maori is reflected through our kaupapa and our Catholic practices</p> |
| <p>The enhancement of our special Catholic character through the implementation and integration of the new NZ Catholic RE programme</p> | <p>Ensure teachers attend the CDA professional development programme for the new NZ Catholic RE Programme</p> <p>The teachers are supported in developing, planning and delivering the new NZ Catholic RE Programme</p> <p>Teachers are encouraged to work towards their Catholic Accreditation</p> <p>The teachers achieve the expectation of the NZ Catholic Bishops Conference 2011 expectations in regards to the delivery time frame of the NZ Catholic RE programme</p> | <p>Annual tracking on the staff professional development and the implementation of the new NZ Catholic RE Programme</p> <p>Teachers professional development is recorded for Catholic Accreditation</p> <p>Teacher / Team weekly plans reflect the NZ Catholic Bishops Conference 2011 expectations in regards to the delivery time frame of the NZ Catholic RE programme</p> |

Ako | Teaching and Learning**Students are thriving, successful, life-long learners, who strive for personal excellence**

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| What do we expect to see: Refer Regulations 7(g) | How will we achieve or make progress towards our strategic goals Refer Regulations 7(e), 7(f) | How will we measure success? Refer Regulations 7(g) |
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| Use of the NZ Curriculum Refresh to create a St Joseph's Curriculum that is holistic, integrated, tailored and responsive to our learners | <p>Teachers carry out the professional development provided for 'The Religious Education Curriculum for Catholic Schools in Aotearoa Tō Tātou Whakapono Our Faith'</p> <p>The school programme based on 'The Religious Education Curriculum for Catholic Schools in Aotearoa Tō Tātou Whakapono Our Faith' is developed by teacher teams following their professional development.</p> <p>Teachers carry out the professional development provided for Te Mātaiaho</p> <p>The local curriculum is developed in the context of the St Joseph's Catholic School Takapuna community and it's learners</p> | Curriculum statements and programmes of learning reflect Te Mātaiaho and 'The Religious Education Curriculum for Catholic Schools in Aotearoa Tō Tātou Whakapono Our Faith' in the context of the St Joseph's Catholic School Takapuna community and it's learners |
| Weaving of Te Ao Māori into all that we do | <p>Staff participate in the 'MOE Māori Achievement Collaborative' contract</p> <p>Through the 'MOE Māori Achievement Collaborative' contract teachers become confident in their understanding of 'Te Ao Maori' and how it is reflected in their programmes of learning</p> | Te Ao Māori is weaved throughout the school day and is clearly a natural aspect of the teaching and learning experience |
| Development of Strong Foundations in Reading Writing and Maths | <p>Implement the 'One Hour Reading Writing Maths' Government policy</p> <p>Implement the 'Year 1 - 3 Structured Literacy' Government policy</p> <p>Teachers participate in a professional development programme in reading, writing and maths</p> <p>The school Reading Writing and Maths programme of learning is developed and reflects 'The Literacy</p> | <p>Data reflects the ongoing progress of students individually.</p> <p>Students are achieving their best level in accordance with 'The Literacy Communication and Maths Strategy'</p> <p>Teachers are delivering 'The Literacy Communication and Maths Strategy' effectively and the Government's policies 'One Hour Reading Writing Maths' and 'Year 1 - 3 Structured Literacy' are implemented</p> |

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| | Communication and Maths Strategy' | The Reading Writing and Maths programme and teachers professional development programme reflects 'The Literacy Communication and Maths Strategy' |
| The capabilities of our staff being strengthened to enable quality teaching and learning | <p>Staff are provided the opportunity to participate in professional development that provides them quality teaching and learning that reflects current teaching practices</p> <p>The staff professional development programme reflects the Government's education programme for schools.</p> <p>Staff grow their capabilities in order that they can provide quality teaching and learning that reflects Te Mātaiaho and the schools local curriculum along with 'The Religious Education Curriculum for Catholic Schools in Aotearoa Tō Tātou Whakapono Our Faith'</p> | <p>Staff have received the appropriate professional development that reflects both their individual needs and the school strategic direction</p> <p>Staff are delivering quality teaching and learning that reflects Te Mātaiaho and the schools local curriculum along with 'The Religious Education Curriculum for Catholic Schools in Aotearoa Tō Tātou Whakapono Our Faith'</p> |
| A culturally responsive pedagogy, embedded, that is inclusive, collaborative, and focused on progress and achievement | <p>Staff are provided the appropriate professional development that will inform them on developing and delivering a teaching and learning programme of learning that is inclusive, collaborative and focussed on progress and achievement</p> <p>The unique environment of St Joseph's Catholic School Takapuna is used effectively to support an inclusive and collaborative programme of learning</p> | St Joseph's Catholic School Takapuna provides an environment and programme of learning that is culturally responsive, inclusive, collaborative and focussed on progress and achievement |
| Our children having the skills and knowledge to be safe, literate and confident digital citizens | Children are provided level appropriate programmes of learning that will support them developing the skills and knowledge to be safe, literate and confident digital citizens | Children can demonstrate the appropriate skills and knowledge to be safe, literate and confident digital citizens |

Hauora | Wellbeing**A community that is safe, joyful, responsive and future-focused**

Refer Regulations 7(1)(b)

| What do we expect to see: Refer Regulations 7(g) | How will we achieve or make progress towards our strategic goals Refer Regulations 7(e), 7(f) | How will we measure success? Refer Regulations 7(g) |
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| Build the wellbeing capability of all our learners based on the principles of Te Whare Tapa Whā (physical, spiritual, family/social, mental, identity) | Continue to build the connection between whanau and school in order to support our learners, alongside their whanau Look for and action opportunities to invite whanau into school to be actively involved in the school life of their tamariki | The annual Community Involvement Survey will identify areas of success and areas for ongoing development |
| Demonstrate a commitment to ongoing improvement | Annual goals are developed that reflect a commitment to ongoing improvements | The Annual Report reflects the ongoing improvements |
| Encourage and celebrate success for all, both progress and achievement | Look for opportunities to celebrate celebrate success for all, both progress and achievement, of the children, in the context of the school's Mercy Values and School Motto | Children feel celebrated in their progress and achievements both as individuals and within their groups |

Whakawhānaungātanga | Community

A community that works together based on our Mercy values and the principles and practices of mahitahi (working together)

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| Strengthen our learning partnerships | Review the current learning partnerships and identify how they can be strengthened. Look to develop new learning partnerships where they are seen to further enhance the teaching and learning programmes | Learning partnerships that have been strengthened or developed can be identified |
| Continue to build our community connections | Review current community connections and how they support the teaching and learning programme Identify new community connections that would support and enhance the programme of teaching and learning | The community connections that have been developed or initiated through the year can be identified |
| Value and celebrate the diversity in our community | Look for opportunities with the teaching and learning programme to value and celebrate the diversity of the children within our school community | Activities students participate in that value and celebrate diversity can be named |
| Actively support the vulnerable in our community | The Principal leads the support of the vulnerable with the support agencies that the school has access to | The Principal can identify how the vulnerable in our community have been supported |

Board Primary Objectives

Regulation 7(1)(b)

Education Requirements

Regulation 7(d)

- [The Philosophies of Catholic Education](#)
- [The Catholic Education of School Age Children](#)
- [The Religious Education Curriculum for Catholic Schools in Aotearoa Tō Tātou Whakapono Our Faith](#)
- [NZ Catholic Bishops Conference](#)
- [NZCEO](#)
- [National Education Learning Priorities](#)
- [NZSTA Guidance for Giving Effect to Te Tiriti o Waitangi](#)
- [New Zealand Curriculum](#)
- [Te Aho Arataki Marau mō te Ako i Te Reo Māori - Kura Auraki](#)
- [Ka Hikitia – Ka Hāpaitia](#)
- [The Action Plan for Pacific Education 2020 - 2030](#)
- [One Hour Reading Writing and Maths for Years 1 - 8](#)
- [Maori Achievement Collaborative](#)
- [Te Mātaiaho](#)
- [Common Practice Model](#)
- [The Literacy Communication and Maths Strategy](#)
- [MOE Structured Literacy](#)
- [Attendance and Engagement Strategy](#)
- [The New Zealand Child and Wellbeing Strategy](#)
- [Wellbeing in Education Strategy](#)
- [Poutama Reo](#)
- [2021-2022 External Catholic Character Review](#)
- [2023 Education Review Office External Review Evaluation](#)
- [2019 - 2023 Community Involvement Survey](#)