



## St Joseph's Catholic School Takapuna Annual Implementation Plan 2024

### **The school gives effect to Te Tiriti o Waitangi by:**

Regulation 9(1)(g)

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori; and
- achieving equitable outcomes for Māori students.

### **Participating in the MOE Maori Achievement Collaborative contract in order to develop staff knowledge and understanding of:**

- the importance of local history and practices;
- the need to improve the teaching of te reo Māori and tikanga Māori;
- meeting the Crown's duty to actively protect tino rangatiratanga rights; and
- making a significant contribution to achieving the Crown's Strategy for Māori Language Revitalisation 2018 – 2023 – Maihi Karauna.

### **2023 Annual Implementation Plan Targets and Outcomes**

Regulation 9(1)(e)

**Kaupapa Whakapono | Special Character**

**Strategic Goal 1** - The school encourages and facilitates the development of a personal relationship with Jesus Christ and the living of the Mercy Values

Regulation 9(1)(a)

**Annual Target/Goal**

Regulation 9(1)(a)

- 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

**Intended Actions**

Regulation 9(1)(a)

- Staff/Board attend 2024 NZ Catholic Education Convention
- Staff review Catholic Education of School Age Children
- Strengthen our mahi around incorporating te Reo Maori and Tikanga Maori within our Catholic practices
- Further develop how we welcome new students and families
- Year 3/4 kaiako/teachers attend Auckland Diocese Introduction of new NZ RE Curriculum Programme
- Look to provide opportunities for the year 1 - 4 parent community to ako/learn about the new NZ Catholic RE Programme
- Board training around the new NZ Catholic RE programme

**Measurement of Success**

Regulation 9(1)(d)

- Staff/Board attended the NZ Catholic Education Convention
- Staff reviewed the 'Catholic Education of School Age Children'
- Year 3/4 teachers have attended the new NZ RE Curriculum Programme professional development workshops provided by the Auckland Diocese Catholic Education Services
- Parents have been offered the opportunity to learn about the new Year 1 - 4 NZ RE Curriculum Programme
- The Board have been introduced to the new NZ RE Curriculum Programme
- Te Reo Māori and Tikanga have a more significant place in the way in which we reflect our Catholic practices
- The procedure for enrolling and welcoming students has been reviewed and developed

**Responsibility**

Principal, DRS, Tui, Manukura, Teachers

**Resources**

MAC, CDA CES, NZ RE Curriculum

## **Ako | Teaching and Learning**

### **Strategic Goal 2 - Students are thriving, successful, life-long learners, who strive for personal excellence**

Regulation 9(1)(a)

#### **Annual Target/Goal**

Regulation 9(1)(a)

- Use the NZ Curriculum Refresh to create a St Joseph's Curriculum that is holistic, integrated, tailored and responsive to our learners
- Weave Te Ao Māori into all that we do
- Ensure strong foundations for our students in Reading, Writing and Maths
- Build the capabilities of our staff for quality teaching and learning
- Embed a culturally responsive pedagogy that is inclusive, collaborative, and focuses on progress and achievement
- Enable our students to be safe, literate and confident digital citizens

#### **Intended Actions**

Regulation 9(1)(a)

- [2024 Student Data](#)
- Implementation of the Government Policy of '[One Hour Reading, One Hour Writing and One Hour Maths](#)' along with 30 minutes Religious Education as per [NZ Catholic Bishops Conference in 2011](#)
- Kaiako/Teachers, in teams, review current teaching and learning practices in relation to Reading, Writing and Maths
- Develop an understanding of how the school teaches the rest of the NZ Curriculum in the 45 minutes, 5 days a week
- The Government Policy of '[One Hour Reading, One Hour Writing and One Hour Maths](#)' will form the basis of a schoolwide teacher inquiry, determining the impact on student learning
- Review and refine [Assessment for Learning](#) within our teaching practise
- Through developing implementing '[One Hour Reading, One Hour Writing and One Hour Maths](#)', kaiako/teachers will look at how the principles of Te Whare Tapa Whā can be reflected
- Use development opportunities for teachers/kaiako and leaders to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori

#### **Measurement of Success**

Regulation 9(1)(d)

- A St Joseph's Curriculum that is holistic, integrated, tailored and responsive to our learners, based on Te Mātaiaho and the NZ RE Curriculum
- Te Ao Māori is weaved through areas of the school day and the programme of teaching and learning
- Our students have strong foundations Reading, Writing and Maths
- Staff have built their capability for quality teaching and learning

- Culturally responsive pedagogy that is inclusive, collaborative, and focuses on progress and achievement is embedded
- Students have the necessary skills and knowledge to be safe, literate and confident digital citizens

<b>Responsibility</b>	Principal, Tui, Manukura, Teachers	<b>Resources</b>	MAC, MOE One Hour reading Writing Maths Guidelines, MOE Digital Citizenship, Professional Development opportunities for staff, Te Mātaiaho
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## Hauora | Wellbeing

### Strategic Goal 3 - A community that is safe, joyful, responsive and future-focused

Regulation 9(1)(a)

#### Annual Target/Goal

Regulation 9(1)(a)

- Build the wellbeing capability of all our learners based on the principles of Te Whare Tapa Whā (physical, spiritual, family/social, mental, identity)
- Demonstrate a commitment to ongoing improvement
- Encourage and celebrate success for all, both progress and achievement

#### Intended Actions

Regulation 9(1)(a)

- Expect and support kaiako/teachers to build their understanding of learners' ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching (NELP)
- Ongoing improvement will be reflected through the development of initiatives in the areas of Catholic Special Character, Teaching and Learning, and Community, throughout the year
- Continue to develop opportunities to celebrate success, both progress and achievement

#### Measurement of Success

Regulation 9(1)(d)

- The Community Involvement Survey results reflect the learners wellbeing is reflective of the principles of Te Whare Tapa Whā (physical, spiritual, family/social, mental, identity)
- Opportunities that have actioned that encourage ongoing improvement are recorded
- Students can identify success in their progress and achievement, along with ways in which they have been celebrated

#### Responsibility

Principal, DRS, Tui, Manukura, Teachers

#### Resources

MAC, CDA CES, Te Whare Tapa Whā, Te Mātaiaho

**Whakawhānaungātanga | Community**

**Strategic Goal 4 - A community that works together based on our Mercy values and the principles and practices of mahitahi (working together)**

Regulation 9(1)(a)

**Annual Target/Goal**

Regulation 9(1)(a)

- Strengthen our learning partnerships
- Continue to build our community connections
- Value and celebrate the diversity in our community
- Actively support the vulnerable in our community

**Intended Actions**

Regulation 9(1)(a)

- Work with whanau to identify and understand barriers that may prevent ākonga/students from fully participating in the programme of learning
- Develop the opportunities for whanau to be involved in their child’s school life, that will see the partnership supporting student learning
- Look at what is currently working well and possible new ideas to further develop a positive kura whanau ako/learning partnership
- Strengthen the links between school and whanau through school whanau events
- In developing Our Local Curriculum look at how we can further connect with our community to support our programme of learning
- Develop opportunities within the school programme of ako/learning that acknowledges, educates and celebrates our diverse community
- Rapu Kainga/Home Groups identify causes which they can support including the vulnerable of our community.
- PTA continues to develop the Tiaki Fund which is used to support families in need

**Measurement of Success**

Regulation 9(1)(d)

- Ways in which learning partnerships have been identified can be discussed
- Community Connections have been built and support the students and staff with the teaching and learning programmes
- The Principal can identify how the vulnerable in our community have been supported

<b>Responsibility</b>	Principal, DRS, Tui, Manukura, Teachers, PTA	<b>Resources</b>	Te Mātaiaho
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