



St Joseph's Catholic School Takapuna Te Kura O Hato Hōhepa 2026 - 2028 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



The school gives effect to Te Tiriti o Waitangi through its Catholic Special Character by:

Regulation 7(3)(b)

- 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 incorporate Te Reo Māori and Tikanga Māori; and
- achieving equitable outcomes for Māori students.

Embracing **Te Kāmaka - Tūturu Māori Tūturu Katorika - Authentically Māori Authentically Catholic**, and reflecting what our school's Māori and Catholic heritage should look like, sound like and feel like today in terms of Mātauranga, Tikanga and Te Reo.

Strategic Goal	What We Expect To See?	How Will We Measure Success?
<p>These are your priorities for improvement which have been identified through your community consultation, your data and/or your ERO evaluations. You can have as many strategic goals as you need. Refer Regulations 7(1)(b)</p>	<p>Anticipated result of successful completion of our objectives? What evidence will we see? What shifts and changes to teachers' and leaders' practices, and learner outcomes will we expect to see because of the goals set and actions we take? Refer Regulations 7(g)</p>	<p>How will we measure success? Reflection questions How will we know how well we have achieved our goals? How will we evaluate impact and learn about what worked, why it worked and what to do next? What success indicators/tools/rubrics will we use to measure the shifts in practice and changes to learner outcomes? What sources of evidence will we gather to support our evaluation? Who will be involved in gathering and making sense of the evidence? Refer Regulations 7(g)</p>
<p>Kaupapa Whakapono / Special Character</p>		
<p>Deepen students' understanding of Catholic teaching, values and traditions</p>	<p>Children experiencing the new Bishops of NZ Religious Education Curriculum in the context of our school and community</p> <p>A strengthening of the knowledge, understanding and experience of the school vision, Mercy Values and motto by the Tamariki (children)</p> <p>Opportunities for the tamariki (children) to experience the traditions of the church within their school day</p>	<p>St Joseph's Curriculum Statement that incorporates the way in which the Bishops Religious Education Curriculum is planned, delivered, assessed and reported</p> <p>Intentional planning and teaching of the Schools' Vision, Mercy Values, Motto and traditions</p> <p>Annual Special Catholic Character internal reviews</p> <p>Triennial Special Catholic Character external reviews</p> <p>Annual Proprietor reports</p>
<p>Prayer Liturgy and sacramental life are embedded in the rhythm of the school</p>	<p>Opportunities continue to be provided and developed for Tamariki (children) to strengthen their prayer,</p>	<p>Tamariki (children) sharing in the prayer, liturgical and sacramental life of the school</p>

	liturgical and sacramental life	
Continue to strengthen staff formation and commitment to Special Catholic Character	Kaiako (teachers) participating in professional development that supports the understanding of the Religious Education Curriculum Kaiako (teachers) being supported in their NZ Catholic schools accreditation journey	The annual professional development programme includes opportunities for staff to grow in their knowledge and understanding of the Religious Education curriculum, the Catholic Faith and their own beliefs
Ako / Teaching & Learning		
Focus on consolidation of core learning capabilities under the revised curriculum, meeting the diverse needs of the learners	Development of the St Joseph's Curriculum Statement in order that it reflects the new and revised curriculum in the context of the Tamariki (children) of St Joseph's Catholic School Takapuna - Te Kura O Hato Hōhepa Kaiako (teachers) working alongside whānau (families) to support their tamariki (children) with the learning in order for them to become the best person they can be	Completed St Joseph's Curriculum Statement the reflects the NZ curriculum in the context of St Joseph's Catholic School Takapuna - Te Kura O Hato Hōhepa and the diverse needs of the Tamariki (children) in our community Regular opportunities are being provided for Kaiako (teachers) and Whānau (families) to come together to support the learning of the Tamariki (children)
Ensure balance in the curriculum whilst meeting government targets and initiatives	Kaiako (teachers) review and develop a programme of learning that reflects the Government's expectations in the context of our Tamariki (children) and their Whānau (families)	Clear planning guidelines are in place for Kaiako (teachers) in order that the full New Zealand Curriculum is being delivered whilst meeting government targets and initiatives
Weave Mātauranga Māori into all that we do	Our Catholic Special Character and Mātauranga Māori are intertwined and are the foundation of all that happens here at St Joseph's Catholic School Takapuna - Te Kura O Hato Hōhepa	Tamariki (children), Kaiako (teachers) and Whānau (families) can identify where our Catholic Special Character intertwined with Mātauranga Māori are reflected through the school day Staff have a knowledge and understanding of:
Support our students to develop their critical thinking skills in order that they have strategies to support them to be safe in an ever changing world of digital influence	Further develop the Curriculum Statement to strengthen the focus on 'critical thinking' exposing student to a variety of strategies that will develop their thinking / reflection skills	Programme planning and delivery evidences intentional teaching of thinking skills
Hononga Hauora / Wellbeing & Inclusion		
Have a focused approach to students' (ākonga) wellbeing that supports connectivity, and builds confidence and resilience, based on the principles of Te Whare Tapa Whā (physical, spiritual, family/social, mental, identity)	Teachers review programmes available to them that could support connectivity and and build confidence in context of our kura (school) and its vision, values and motto Development of Te Whare Tapa Whā within the school	Te Whare Tapa Whā is within the school Curriculum Statement and through the programmes of learning that are delivered. Teachers (Kaiako) have received PD which incorporates the principles of Te Whare Tapa Whā

	<p>Curriculum Statement</p> <p>Teacher PD on the principles of Te Whare Tapa Whā within the school Curriculum Statement</p>	
<p>Use school values to nurture self-confidence and self-worth in our learners, in preparation for their life outside of the school</p>	<p>Strengthen the use of the School Vision, Mercy Values and Motto within the programmes of learning</p> <p>Staff intentionally reference the kura (school) values in their daily interactions with the Tamariki (children) in order build their self confidence and self-worth</p> <p>Provide opportunities to share with parents ways in which the kura (school) builds children's confidence and self-worth as individuals</p>	<p>Tamariki (children) and Whānau (families) can identify ways in which the school uses School Values to nurture self-confidence and self-worth in our learners</p>
<p>Whakawhanake / Staff Development & Wellbeing</p>		
<p>Consolidate the understanding and practise of the curriculum changes within the context of our school.</p>	<p>Staff participate in professional development that will support their knowledge and understanding of the new and revised curriculum</p> <p>As Kaiako (teachers) develop their knowledge, understanding and experience of the new curriculum, they reflect this in the schools' documentation and expectations</p>	<p>Kaiako (teachers) are confident in their curriculum knowledge; planning, delivering, assessing and reporting.</p>
<p>Enable staff to thrive through opportunities for professional growth</p>	<p>An annual professional development plan is developed to reflect the next steps in learning for staff in relation to the Government's 5 Year Curriculum Implementation Plan</p> <p>Provide the necessary resourcing for staff to be released for essential professional development in order to support staff development and wellbeing</p>	<p>Staff will thrive through opportunities for professional growth supported by appropriate resourcing</p>
<p>Promote a culture of care and respect that values staff wellbeing alongside a high standard of professionalism</p>	<p>All efforts are made to ensure clear communication channels are in place to enable staff to reach out for support at times of personal / professional need</p> <p>Provide opportunities for teams / team / individuals to strengthen their professional relationships</p>	<p>Staff feel respected and valued, and are achieving a high standard of professionalism.</p>
<p>Provide opportunities for leadership development and professional growth</p>	<p>Look for opportunities for staff to be able to develop their leadership skills</p>	<p>Kaiako (teachers) have been provided leadership opportunities when available, alongside mentoring</p>

	Work alongside people in leadership roles in order that they can strengthen their skills and provide the professional development opportunities	and professional development.
Whakawhānaungātanga / Community Engagement		
Continue to support events in the school calendar that build and develop the strong sense of pride and community that is a key characteristic of our school	<p>As part of the annual planning process consider what opportunities there are for building and developing a strong sense of pride and community</p> <p>Identify successful opportunities for building and developing the strong sense of pride and community, repeat and develop</p>	Tamariki (children), Kaiako (teachers) and Whānau (families) can identify events in which they experience a strong sense of pride and community
Build strong, authentic learning partnerships with Whānau (families) and parents	<p>Strengthening the sense of belonging within the school as Tūrangawaewae for all learners and their Whānau (families)</p> <p>Develop relationships with people within the 'Takapuna' and 'Catholic Diocese' community and provide the Tamariki (children) with authentic learning experiences</p>	<p>Whānau (families) have a strong relationship with the kura (school) and have a sense of partnership in the learning journey of their Tamariki (children)</p> <p>New/stronger relationships with people within the 'Takapuna' and 'Catholic Diocese' community are providing the Tamariki (children) with authentic learning experiences</p>
Kaitiakitanga Sustainable Operations & Stewardship		
Build a pipeline of staff to meet the school's needs	<p>Investigate various options as to how we can source staff, particularly Teachers (ākonga) who can be considered as suitable for tagged positions</p> <p>Be proactive in developing relationships with the various organisations that could provide staff to meet the school's needs</p>	A variety of pathways have been developed along with relationships with outside organisations in order to build a staffing pipeline to the the school's needs
Ensure financial and operational sustainability, mindful of current needs with future growth	<p>Complete an annual budget that reflects the current needs of the school and possible future needs</p> <p>Ensure the maintenance of a ministry recommended financial reserve</p> <p>Work closely with the parent community to inform them of the importance of the payment of the fees/donations in order to provide the array of learning resources and programmes for their Tamariki (children)</p>	<p>The annual budgeting process is reflecting financial and operational sustainability, balancing current needs with future growth</p> <p>Parent community are aware of the importance of the payment of the fees/donations in order to provide the array of learning resources and programmes for their Tamariki (children)</p>

Link to Board Primary Objective

Refer Regulations 7(1)(b)

The board's strategic goals have been developed, in consultation with the school community, in order to meet the board's primary objectives as set out in [section 127](#) of the Act:

How Will We Make Progress Towards Our Goal?

Refer Regulations 7(e), 7(f)

The Annual Implementation Plan will identify steps that will be actioned, monitored and evaluated. These steps will see progress towards achieving the Board's strategic goals over the three year time frame 2026 - 2028