



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

2026 Annual Implementation 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>Kaiako (teachers) and Tamariki (children) celebrate the Special Jubilee Year of St Francis of Assisi</p> <p><i>Rise Up, Listen, Go Now, Serve</i> - Kaiako (teachers) share with children this message from Pope Leo and how they can reflect it through their daily life</p> <p>Children will be experiencing the Bishops of NZ new Religious Education Curriculum in the context of our school and community</p> <p>The school vision 'Love God Love Learning and be the Best Person we can be' will be actively shared by</p>	<p>Tamariki (children) have gained knowledge and understanding about the Special Jubilee Year of St Francis of Assisi</p> <p>Tamariki (children) are able to share how they have reflected Pope Leo's message <i>Rise Up, Listen, Go Now, Serve</i> through their year</p> <p>Tamariki (children) are able to share their RE programme of learning and show parents/teachers the work they have done in relation to the new RE curriculum</p> <p>The children are able to confidently recite the school vision</p>

	teachers as part of their daily programme	
Prayer Liturgy and sacramental life are embedded in the rhythm of the school	As part of the annual planning, timetable the school/team prayer liturgies sacramental life in order that they are set prior to all additional events that need to be put on the calendar	Tamariki (children) and Kaiako (teachers) sharing in the prayer, liturgical and sacramental life of the school in a timetable, stress free way
Continue to strengthen staff formation and commitment to Special Catholic Character	Kaiako (teachers) embed the 2024/2025 professional development they have received for the new Religious Education Curriculum through planning and delivering it Kaiako (teachers) participate in RE501	Kaiako (teachers) in their teams are able to share their planning Kaiako (teachers) complete in RE501
Ako / Teaching & Learning		
Focus on consolidation of core learning capabilities under the revised curriculum, meeting the diverse needs of the learners	Kaiako (teachers) deliver the NZ 2026 mandated and draft curriculum in the context of the Tamariki (children) of St Joseph's Catholic School Takapuna - Te Kura O Hato Hōhepa The kura (school) looks for opportunities to support parents in developing an understanding of the NZ 2026 mandated and draft curriculum	Tamariki (children) experience a programme of learning that reflects mandated and draft curriculum in the context of the Tamariki (children) of St Joseph's Catholic School Takapuna - Te Kura O Hato Hōhepa Parents have an understanding of the NZ 2026 mandated and draft curriculum
Ensure balance in the curriculum whilst meeting government targets and initiatives	Inquiry Learning (Science, Social Sciences, Technology) are planned for in teams and delivered by the HG teachers/teams along with the core subjects RE, English and Mathematics & Statistics Health & PE and the Arts curriculum are planned delivered and assessed by the Specialist Release kaiako (teachers)	Tamariki (children) participate in the full NZ Curriculum
Weave Mātauranga Māori into all that we do	Kaiako (teachers) will develop their knowledge and understanding of: <ul style="list-style-type: none"> 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 this is reflected through the planning and delivery of the programme of learning	Kaiako (teachers) have a knowledge and understanding of: <ul style="list-style-type: none"> 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
Support our students to develop their critical thinking skills in order that they have strategies to support	Introduce the Year 3 - 6 tamariki (children) to triangulation; using three different sources to confirm	Year 3 - 6 tamariki (children) can confidently determine when it is necessary to triangulate and

them to be safe in an every changing world of digital influence	a fact	describe how they have triangulated
Hononga Hauora / Wellbeing & Inclusion		
Have a focused approach to students' wellbeing that supports connectivity, and builds confidence and resilience, based on the principles of Te Whare Tapa Whā (physical, spiritual, family/social, mental, identity).	Development of Te Whare Tapa Whā within the school Curriculum Statement Kaiako (Teachers) PD on the principles of Te Whare Tapa Whā within the school Curriculum Statement	Te Whare Tapa Whā is within the school Curriculum Statement Kaiako (Teachers) have received PD which incorporates the principles of Te Whare Tapa Whā
Use school values to nurture self-confidence and self-worth in our learners, in preparation for their life outside of the school.	Kaiako (Teachers) in their teams plan opportunities for tamariki (children) to be able to build their own self confidence and self-worth and other tamariki (children) in their team, through the lens of the Mercy Values and School Motto	Tamariki (children) are able to identify the God given talents and share the tablets of other tamariki (children) in their team, through the lens of the Mercy Values and School Motto
Whakawhanake / Staff Development & Wellbeing		
Consolidate the understanding and practise of the curriculum changes within the context of our school.	Tamariki (teachers) embed the professional development they have received over 2024 & 2025 in Religious Education, Structured Literacy and Mathematics & Statistics though their planning delivering assessing and reporting	Kaiako (teachers) are more experienced and confident in their curriculum knowledge; planning, delivering, assessing and reporting in the areas of Religious Education, Structured Literacy and Mathematics & Statistics
Enable staff to thrive through opportunities for professional growth	New kaiako (teachers) to our school receive the appropriate PD to ensure they are in a position to deliver the NZ curriculum in the context of St Joseph's Catholic School Takapuna - Te Kura O Hato Hōhepa Kaiako (teachers) to be supported in implementing the Government's new reporting and assessment programme	New kaiako (teachers) confidently deliver the NZ curriculum in the context of St Joseph's Catholic School Takapuna - Te Kura O Hato Hōhepa Kaiako (teachers) are confident in implementing the Government's new reporting and assessment programme
Promote a culture of care and respect that values staff wellbeing alongside a high standard of professionalism.	Review team structure and purpose through the lens of supporting staff wellbeing Review communication lines and expectations around communication in order to support staff wellbeing	Team structure supports staff wellbeing Clear lines of communication supports staff wellbeing
Provide opportunities for leadership development and professional growth	Encourage kaiako (teachers) to look for opportunities to lead both staff and children	Kaiako (teachers) have been supported in leading staff and students
Whakawhānau (families)ngātanga / Community Engagement		
Continue to support events in the school calendar that build and develop the strong sense of pride and	Review what successful events are in place for building and developing the strong sense of pride and	Tamariki (children), kaiako (teachers) and whānau (families) can identify events in which they experience

community that is a key characteristic of our school.	community, and look for additional opportunities	a strong sense of pride and community
Build strong, authentic learning partnerships with whānau (families) and parents.	Develop relationships with people within the 'Takapuna' and 'Catholic Diocese' community with provide the tamariki (children) with authentic learning experiences	New/stronger relationships with people within the 'Takapuna' and 'Catholic Diocese' community are providing the tamariki (children) with authentic learning experiences
Kaitiakitanga Sustainable Operations & Stewardship		
Build a pipeline of staff to meet the school's needs	Investigate various options as to how we can source staff, particularly teachers who can be considered as suitable for tagged positions Be proactive in developing relationships with the various organisations that could provide staff to meet the school's needs	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	Complete an annual budget that reflects the current needs of the school and possible future needs Ensure the maintenance of a ministry recommended financial reserve 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 children	The annual budgeting process is reflecting financial and operational sustainability, balancing current needs with future growth 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 children

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