



St Joseph's Catholic School Te Kuiti

Annual Plan 2025

CATHOLIC CHARACTER

Provide students with the opportunity to encounter Jesus in the everyday happenings of their lives

Initiatives:

- To Tātou Whakapono - Our Faith New Religious Education Curriculum
- 2025 Jubilee Year of Mercy
- Support Parents to support their children's faith development.
- Formation and Professional Religious Education Development for Staff

NELP's 1,2,3,4,5,6

To Tātou Whakapono

Catholic Education of School Age Children

The Declaration; Essential characteristics of an authentic Catholic School

LEARNERS AT THE CENTRE

Have high aspirations for every learner/ākonga, and support these designing education that responds to their needs, and sustains their identities, languages and culture

Initiatives:

- New Curriculum Implementation
 - Mathematics and Statistics
 - Literacy
- Universal Design for Learning and Assessment for Learning practices embedded

NELP's 1,2,3,4,5,6

TE TIRITI O WAITANGI GROWING COMMUNITY

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our community of learning

Initiatives:

- Build connections and partnerships in learning to build shared community understandings that support learning.
- Commit to the Maori Achievement Challenge (MACS) to grow and develop Te o Maori me ana tikanga within the school.

NELP's 1,2,3,4,5,6

Attendance and Engagement Strategy, Ka Hikitia - Ka Hāpaitia, MACS Resources NZSTA's guidance for giving effect to Te Tiriti o Waitangi

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Strategic Roadmap 2025

TERM 1	TERM 2	TERM 3	TERM 4
	Parent Meetings for our new families each term.		
	Review the enrolment packs and present families with introductory booklet		
	Hold a School Mass every Term		
	Strategically plan the next steps for the introduction of To Tatou Whakapono – Our Faith. The new Religious Education Curriculum		
	Staff to undertake Religious Education formation and professional development.		
	Engage in the Ministry PLD for Numeracy and Literacy . Four Teacher Only Days over two years.		
	Engage with the W.A.K.A. (Community of Learning) to collectively build up knowledge of our Maniapoto local history.		
	Implement Structured Literacy throughout the school using BSLA.		
	Review Assessment practices for Literacy and Numeracy (MOE led guidelines to yet be available)		
	Access appropriate supports to realise differentiated pedagogies (UDL) for learning needs and the Hauora of our akonga.		
	Support Rangitahi Pathways to engage with the Year 7/8 students in their understanding of career and goals for the future		
	Whanau evening each term		
	Engage with Maori Achievement Collaborative (MACS) Board to use Hautu Tool for self review		
	Develop Maori language visibility throughout the school		
	Consult with our Maori Community and other cultural groups in our kura.		
	Grow our links with hapu and iwi with help from WAKA		

GOAL 1

CATHOLIC CHARACTER

Provide a hope-filled Catholic Christian witness which empowers the community to integrate their faith and their life. (Dimension 3)

NELPs 1,2,3,4,5,6

GOAL 2

LEARNERS AT THE CENTRE

Have high aspirations for every learner/ ākonga, and support these by designing education that responds to their needs, and sustains their identities, languages and culture

NELPs 1,2,3,4,5,6

GOAL 3

TE TIRITIO WAITANGI

GROWING COMMUNITY

Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of our community of learning

NELPs 1,2,3,4,5,6

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OUR PROCESSES

St Joseph's Te Kuiti went through the following consultation process to determine their strategic goals:

- Analysis of student progress and achievement data. (2024)
- Consultation with Board (2024)
- Consultation with whānau/parents
- Catholic Special Character Evaluation for Development NZCEI
- Consultation with Staff (2024 end)
- Consultation with students
- Consultation with external agencies and providers (RTLb, RTLit, Univ of Canterbury, WAKA, Ministry advisor, Diocese, MACS facilitator)

St Joseph's Catholic School is member of the Waitomo Arotahi Kahui Ako. This Strategic Plan aligns with their strategic goals;

(1) Developing Well Being and Healthy Learners (2) Build Successful Communicators (3) Establish a Contributing Local Community of Learners.

Here is the Achievement Challenge for 2025: [AC Challenge 2025](#)

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CATHOLIC CHARACTER: Provide a hope-filled Catholic Christian witness which empowers the community to integrate their faith and their life.

STRATEGIC GOALS Initiatives	ACTIONS TO ACHIEVE Initiatives	WHAT SUCCESS MIGHT LOOK LIKE	MEASURES	WHO WILL LEAD?	RESOURCING
<p>Strategically plan the next steps for the introduction of To Tatou Whakapono - Our Faith. The new Religious Education Curriculum</p>	<p>Attend all PD on implementation Use Diocese Education resource personnel (Dianne) to teach and support us. Collaborate with each other when planning.</p>	<p>Teachers improved knowledge of To Tatou Whakapono and lessons planned using the new themes and objectives. Attendance at Catholic Convention. Board engaging in learning</p>	<p>Frequency of PD and curriculum learning discussions Student voice Board engagement</p>	<p>Suzanne and Kirsten</p>	<p>PD \$ opportunities</p>
<p>Parent Meetings for our new families each term.</p>	<p>Invite parents of NE and Y2 each term to come together for whanaunga and learning</p>	<p>Attendance of parents Notable engagement of parents in their child's learning</p>	<p>Parent voice - informative and Google Form. Engagement and contribution to the school. Types of Questions asked</p>	<p>All Staff Kristin and Suzanne</p>	
<p>Staff to undertake Religious Education formation and professional development.</p>	<p>Complete LL2F Invite Father R to staff meetings x2 a term for teaching of RE Themes. Attendance at Diocese days Individual Readings completed Courses investigated for 2025</p>	<p>LL2F is completed and programme finished. Shared discussions and understandings. Participation Deepening of teachers understanding of faith.</p>	<p>Professional Growth Cycle Course completed LL2F Teacher voice Attendance and participation. Increased confidence in knowledge about faith.</p>	<p>All Staff</p>	<p>PLD funding and time to complete</p>

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STRATEGIC GOALS Initiatives	ACTIONS TO ACHIEVE Initiatives	WHAT SUCCESS MIGHT LOOK LIKE	MEASURES	WHO WILL LEAD?	RESOURCING
New Curriculum Implementation -Mathematics -Literacy	Participate in Ministry PLD days re the new curriculum	NZ Histories is being taught through a local lens.	Action plan in place. Lead personnel Reports. Student voice	Suzanne/Kirstin	
Assessment for Learning practices embedded into practice.	Creation of Assessment Schedule. Review of Assessment for Learning practises across the school in line with Ministry guidelines yet to be presented. Teaching 1hr a day of Reading Writing and Mathematics	Improved student achievement data and outcomes that meet the goals noted by staff and are written into the ERO improvement framework. Assessment is used for learning and there are clear shared understandings about the purpose of assessment.	Improvement in literacy is realised by ERO. Achievement data is recorded on etap and is timely and accurate. Whanau feedback	All Staff	New assessment schedule
Access appropriate supports to realise differentiated pedagogies (UDL) for learning needs and the Hauora of our akonga.	Exploring UDL pedagogies and working and learning with the neurodiverse student needs. Visiting and observing literacy practises at other schools.	Upskilling our teachers knowledge around best literacy practises. Whanau engaging in literacy workshops - informational evenings. Beginning to accurately track students literacy achievement levels using the BSLA structured literacy assessments and those initiated by the Ministry. This data will be used to better inform planning.	Professional Growth Cycle Whanau engagement/feedback BSLA Structured Literacy Explore Phonic Assessments	All Staff	MoE PLD funding

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Personnel, Property & Finance, Health & Safety

STRATEGIC GOALS	ACTIONS TO ACHIEVE STRATEGIC GOALS	WHAT SUCCESS MIGHT LOOK LIKE	MEASURES	WHO WILL LEAD?	RESOURCING
Personnel <ul style="list-style-type: none"> Regular Board Self-Review Effective appraisal and attestation process Professional Growth Cycle 	<p>Schedule of Board self review created and followed.</p> <p>Create and follow documentation for effective appraisal and attestation</p> <p>Create and follow PGC documentation.</p>	<p>Board self review plan in place and minuted in meetings.</p> <p>Documentation for effective appraisal and attestation created and followed.</p> <p>PGC documentation created and followed.</p>	<p>Self review documentation.</p> <p>Staffing reports to the Board.</p> <p>Staffing reports to the Board.</p>	<p>Board.</p> <p>Principal</p>	<p>Nii</p> <p>Nii</p> <p>Nii</p>
Property & Finance <ul style="list-style-type: none"> Implement 5YA and 10YPP Board Professional Development for finance and governance. Plan for & implement development and maintenance of property. Continue promoting fundraising and seeking grants. 	<p>Review 5YA and 10PP and create an action plan.</p> <p>Board attend NZSTA training.</p> <p>Review property cycles and plan for refreshment of property resources.</p> <p>Set goals and action plan with PTA.</p>	<p>Plan in place for 5YA and 10YPP developments.</p> <p>All board have attended NZSTA training and are working in accordance with the training.</p> <p>Review and plan documentation in place.</p> <p>PTA action plan and targets. in place.</p>	<p>Board reports: Property & Finance.</p> <p>Board report</p> <p>Board reports (Property and Finance)</p> <p>PTA action plan followed and targets met.</p>	<p>Principal Board</p> <p>Board presiding member</p> <p>Principal Board</p> <p>Principal PTA Chairperson Board.</p>	<p>5YA & 10YPP funding</p> <p>Nii</p> <p>Property budget</p> <p>PTA personnel</p>

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Personnel, Property & Finance, Health & Safety

STRATEGIC GOALS	ACTIONS TO ACHIEVE STRATEGIC GOALS	WHAT SUCCESS MIGHT LOOK LIKE	MEASURES	WHO WILL LEAD?	RESOURCING
<p>Health & Safety</p> <ul style="list-style-type: none"> School is an environment free from discrimination with inclusive practices. School is a physically safe space that promotes well being. 	<p>School values are lived.</p> <p>Review and implement as required, key documentation and relevant registers Staff morning teas.</p>	<p>Low behavioural incidents in Etap.</p> <p>All key documentation is kept up to date and relevant registers are attended to. Staff feel valued</p>	<p>Principal board reports Health and Safety board reports and register. Principal Board staffing report.</p>	<p>Principal Principal.</p>	<p>Nil Nil</p>