

St Joseph's School, Rangiora

2024-2025 Strategic Plan



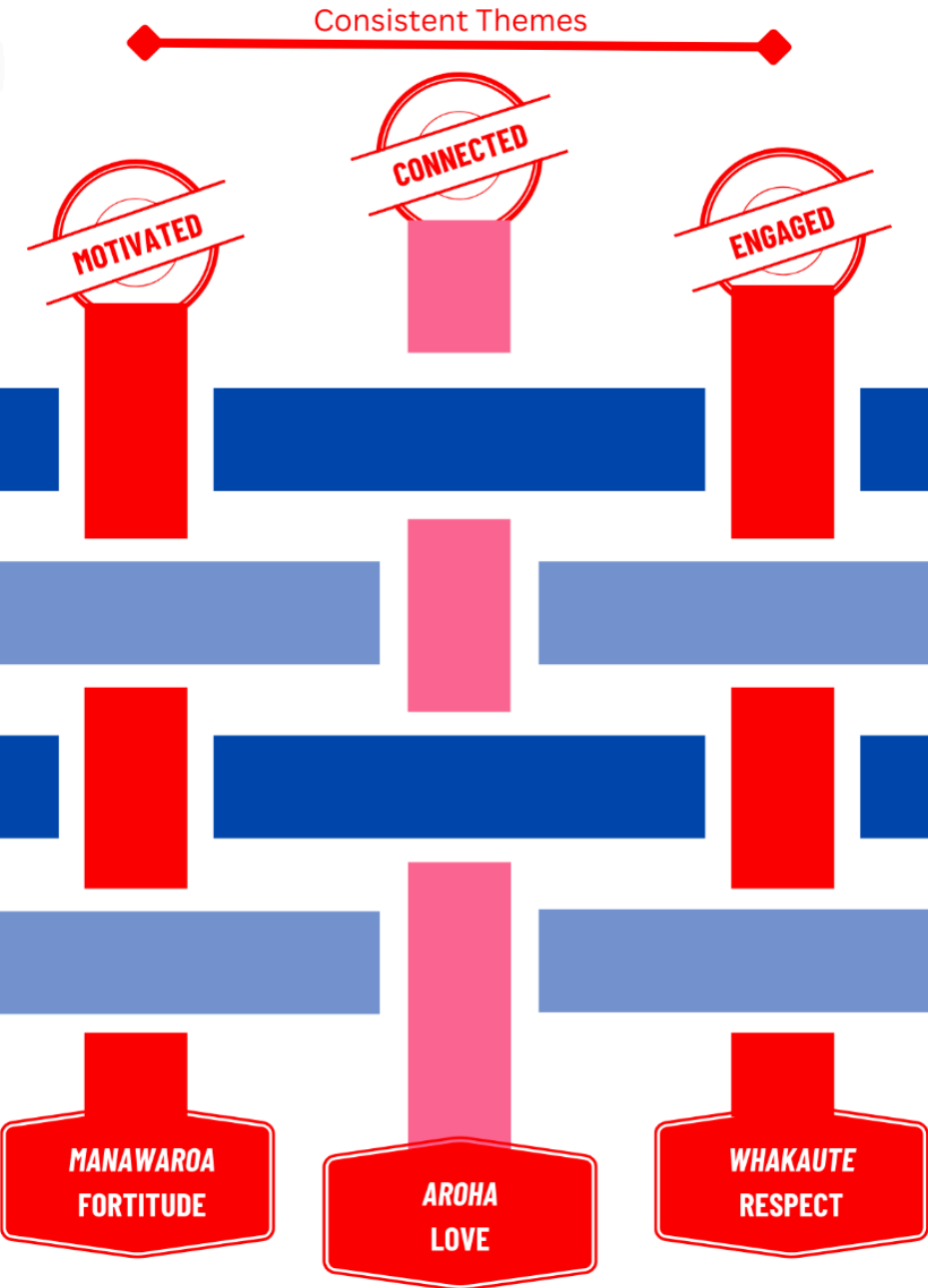
Key Goals

FAITH
Students are engaged in deepening their faith

LEARNING
Every ākonga is motivated with a personalised & engaging curriculum

VIRTUE
Strong sense of responsibility and developed social conscience

COMMUNITY
A vibrant community of faith, hope and love where everyone is welcome



**Full potential in faith,
learning and virtue**

Our Goals and Initiatives

Outcomes

FAITH	Students develop a sense of belonging in the parish as they learn to own their faith which is enhanced by a vibrant and engaging Religious Education curriculum		Students are engaged in deepening their faith
	Initiatives	1. Strengthen connection with parish	Whānau belong as full, active, engaged members of the parish
		2. Revitalise the Religious Education Curriculum	Enthusiastic, knowledgeable and engaged in developing a confident, mature faith
		3. Develop a system of tuakana-teina that fosters encounter with Christ	Students are motivated to deepen their faith
LEARNING	Underpinned by a strong home-school partnership, a cohesive, broad, inclusive and dynamic learning structure is developed		Every ākonga is motivated by a personalised and engaging curriculum
	Initiatives	1. Develop engaging integrated curriculum units, delivered as “Te Wiki o Ako Ngahau”	Engaged, excited students who are part of memorable learning experiences
		2. Create a framework for students to pursue their passions through learning	Student agency engages ākonga to undertake deep and varied learning experiences
		3. Whānau and school collaborate to develop unified learning goals	Whānau and kaiako are on the same team, working collaboratively to positively influence learning
VIRTUE	Ākonga are supported to grow in character and develop a strong social conscience		Students take responsibility for their actions and grow into conscientious contributors to society
	Initiatives	1. Develop regular opportunities for ākonga to know and celebrate their personal identity	Students are well grounded, self-reflective and value diversity
		2. With whānau, develop a collaborative approach to holistic goal-setting	Collaboration with whānau enables accelerated growth in virtue for ākonga
		3. Enhance outreach opportunities for students to serve and contribute to society	Ākonga grow into outwardly focused servant leaders
COMMUNITY	Deliberately strengthen partnerships between whānau, ākonga, kaiako and kura		A vibrant community of faith, hope and love where everyone is welcome
	Initiatives	1. Develop and implement a communication strategy	To increase trust where all community members have a strong sense of belonging
		2. In collaboration with the PTA, plan and host regular community events	Whānau are engaged and connected
		3. Celebrate regular cultural festivals	Ākonga are motivated, connected and have pride in themselves and their culture

KEY DEFINITIONS

- ❖ **Tuakana Teina** - Tuakana-teina is a concept from te ao Māori and refers to the relationship between an older (tuakana) person and a younger (teina) person. Within our context, it will involve mixed-age peer-to-peer ministry.
- ❖ An “**encounter**” experience is a specific opportunity for participants to come face-to-face with Christ. They will receive consolation and strength from this encounter and grow their faith.
- ❖ **Te Wiki o Ako Ngahau** - The week of interesting, engaged and fun learning experiences.
- ❖ **Agency** enables the learner to identify their own goals and work proactively and purposefully towards achievement. It requires responsibility, self-awareness and the ability to problem-solve both independently and collaboratively. Agency is a pivotal skill for a lifelong learner.

Our Goals and the NELPS

Learners at the Centre

Barrier Free Access

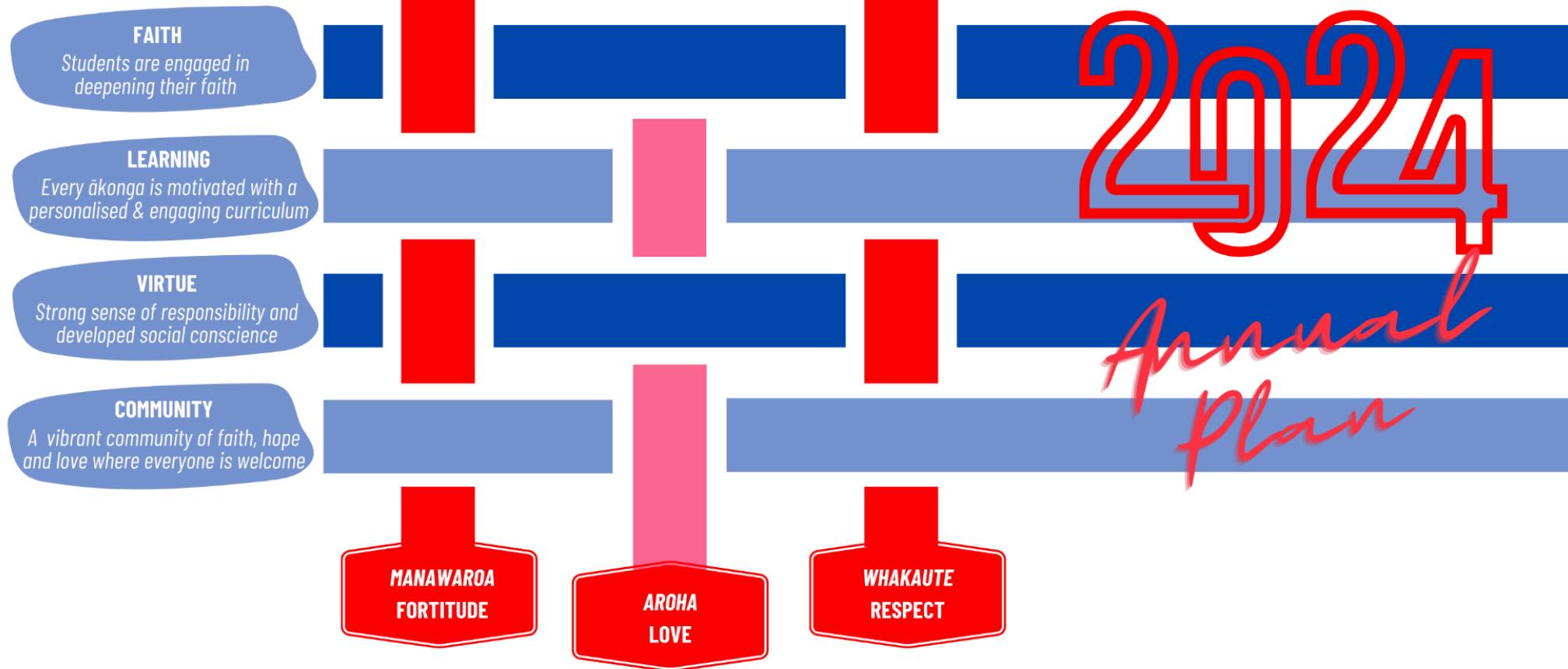
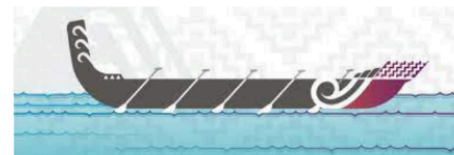
Quality Teaching and
Leadership

Future of Learning and
Work

FAITH	Students develop a sense of belonging in the parish as they learn to own their faith which is enhanced by a vibrant and engaging Religious Education curriculum					
	Initiatives	1. Strengthen connection with parish				
		2. Revitalise the Religious Education Curriculum				
		3. Develop a system of tuakana-teina that fosters encounter with Christ				
LEARNING	Underpinned by a strong home-school partnership, a cohesive, broad, inclusive and dynamic learning structure is developed			All individuals are engaged in their learning (P4)	Te reo included throughout the curriculum (P5)	
	Initiatives	1. Develop engaging integrated curriculum units, delivered as "Te Wiki o Ako Ngahau"			Staff supported to develop their practice and support learners and whānau alike (P6)	Engage the wider community to engage ākonga and are prepared to succeed in work (P7)
		2. Create a framework for students to pursue their passions through learning				
		3. Whānau and school collaborate to develop unified learning goals		Individualised learning plans (P3)		
VIRTUE	Ākonga are supported to grow in character and develop a strong social conscience					
	Initiatives	1. Develop regular opportunities for ākonga to know and celebrate their personal identity	Diversity is celebrated (P1)			
		2. With whānau, develop a collaborative approach to holistic goal-setting				
		3. Enhance outreach opportunities for students to serve and contribute to society				
COMMUNITY	Deliberately strengthen partnerships between whānau, ākonga, kaiako and kura		Fostering partnership with whanau (P2)			
	Initiatives	1. Develop and implement a communication strategy				
		2. In collaboration with the PTA, plan and host regular community events				
		3. Celebrate regular cultural festivals	Celebrating Culture (P2)			



St Joseph's
Rangiora



Full potential in faith, learning and virtue

FAITH

We will make sure that Students develop a sense of belonging in the parish as they learn to own their faith which is enhanced by a vibrant and engaging Religious Education curriculum. So that *students are engaged in deepening their faith*.

Initiative	Desired Outcome
1. Strengthen connection with parish	<i>Whānau belong as full, active, engaged members of the parish</i>
2. Revitalise the Religious Education Curriculum	<i>Enthusiastic, knowledgeable and engaged in developing a confident, mature faith</i>
3. Develop a system of tuakana-teina that fosters encounter with Christ	<i>Students are engaged in deepening their faith</i>

Initiative	Action	Responsible	Resources	Deadline	Outcomes	Measurement
1	A. Plan a Religious Education Expo where student learning is shared with the wider parish	Pam	Time	T3 School Mass	Greater understanding of the learning that occurs at our school	Appreciation from parishioners
	B. Collaborate with the Rangiora SVDP chapter to utilise our school garden to provide produce for the food bank	Pam & Christine	Time	T1	Proliferation of produce used for good - more students feel connected to the mahi of the SVDP	Amount of food produced for SVDP
	C. Strengthen partnership programme with parish mentors to support liturgy group members	Pam	Time / Koha	T1	Increased proficiency of liturgy group at fulfilling their functions	Acknowledgement form parishioners
2	A. Plan and deliver one unit of work using the new To Tatau te Whakapono Curriculum (Y1-2)	Pam and Leigh	Team meetings	T3	Students engagement in their learning is increased	Student survey at completion of unit
	B. Identify opportunities and resources to link Religious Education topics with journalling reflections	Pam	Time	T1 & 2	Key concepts learnt in RE are further embedded and applied in their lives	Student feedback
	C. Target key units of work for students to create engaging presentations to share their learning (<i>for 1.a</i>)	All teachers	Team meetings	T2-3	Students are enthusiastic to share their learning and it support the growth in faith of all	Feedback from students and whānau
3	A. Liaise with local secondary schools to provide appropriate leaders to support class encounters	Matt	Koha	T1-2	Student engagement in retreat encounters is increased	Retreat feedback
	B. Train and use liturgy group to lead junior retreat experience	Pam	Time	T2-3	Student engagement from juniors along with increased enthusiasm and confidence from leaders	Survey liturgy group at the end of the process
	C. Develop systems to support the growth of family group leaders to nurture the rangatahi of St Joseph's	Ben & Jackie	Time	T1-3	All students will value family group time	Anecdotal evidence, mainly from the teachers from the junior school

LEARNING

We will make sure that Underpinned by a strong home-school partnership, a cohesive, broad, inclusive and dynamic learning structure is developed. So that Every ākonga is motivated by a personalised and engaging curriculum.

Initiative	Desired Outcome
1. Develop engaging integrated curriculum units, delivered as “Te Wiki o Ako Ngahau”	<i>Every ākonga is motivated by a personalised and engaging curriculum</i>
2. Create a framework for students to pursue their passions through learning	<i>Engaged, excited students who are part of memorable learning experiences</i>
3. Whānau and school collaborate to develop unified learning goals	<i>Student agency engages ākonga to undertake deep and varied learning experiences</i>

Initiative	Action	Responsible	Resources	Deadline	Outcomes	Measurement
1	A. Plan a schoolwide topic focused on student identity for the start of term one - including a whānau celebration	All teachers	Curriculum Budget	T1	A greater appreciation for each other is established	Whānau survey
	B. Co-construct a schoolwide inquiry topic with various opportunities for collaboration between classes in a concentrated week	All teachers	Curriculum Budget	T1-3	The “Buzz” around the school will be contagious...	Improved cross-curricula learning outcomes
	C. Develop “Te Wiki o Ako Ngahau” into an exciting branded school tradition	All teachers	Curriculum Budget	T3	It will create learning experiences that are etched in ākonga’s memories	Whānau and student survey
2	A. Survey senior students for their ideas about how passion projects could be delivered	SLT	Time	T1	Ākonga have a sense of ownership of the new learning structure	Data to be analysed
	B. Establish frameworks for passion projects that include opportunities for the sharing learning	Senior Team	Time	Early T2	Increased pride coming from peer recognition	Student survey at the end of the year
	C. Facilitate a series of lessons to teach quality research and referencing	Senior Team	Waimak & National Library	T2	Greater independence from students, but ultimately providing more detailed, relevant and authentic learning experiences	
3	A. Begin the year with whānau goal setting meetings - utilising pre-shared templates	All teachers	Hero, Time	Start of T1	Meaningful learning and virtue goals are set in at the beginning of the year	Achievement rate of goals, engagement with posting around goals
	B. Evolve HERO to increase student engagement with the sharing of more work samples	SLT	Hero Consultant @ \$120 p.h.	End of T2	Students can more readily identify their next learning steps	Engagement statistics from hero
	C. Restructure learning conferences to report on academic progress and contribute towards learning goals	SLT	Hero, Time	End of T2	Greater engagement from parents in the learning challenges and processes of their children	Whānau survey at end of the year

VIRTUE

We will make sure that Ākonga are supported to grow in character and develop a strong social conscience so that *Students take responsibility for their actions and grow into conscientious contributors to society*

Initiative	Desired Outcome
1. Develop regular opportunities for ākonga to know and celebrate their personal identity	<i>Students are well grounded, self-reflective and value diversity</i>
2. With whānau, develop a collaborative approach to holistic goal-setting	<i>Collaboration with whānau enables accelerated growth in virtue for ākonga</i>
3. Enhance outreach opportunities for students to serve and contribute to society	<i>Ākonga grow into outwardly focused servant leaders</i>

Initiative	Action	Responsible	Resources	Deadline	Outcomes	Measurement
1	A. Implement an engaging introductory unit for the year where students identify and celebrate their identity	Ben + Teachers	Time	T1	Students know who they are, what they stand for and can confidently share it with their peers	Student engagement and finished products from their learning in the unit
	B. Provide opportunities for ākonga to share events, memories or stories important to their heritage	All Staff	Time	Ongoing	Students know others stories and are respectful of their cultural differences	Wellbeing @ Schools Survey
	C. Reinstitute our cultural festival	Ben + Committee	Time	T2	Students are positively engaged in the preparation and ultimately cultural differences are celebrated	Joy
2	A. In partnership with whānau and teachers, students will set virtue goals	Teachers	Time	Ongoing	Students are empowered by their support team to achieve greatness	Students regular reflections plus year-end survey
	B. Goals will be posted by students on Hero	Teachers	Time + Hero	Ongoing	Whānau continue to engage in their children's growth between learning conferences	Hero engagement statistics
	C. Students will reflect regularly on their goals and seek feedback, feedforward and comments from their teachers and whānau	Teachers	Hero	Ongoing	Students are motivated to grow and learn by the collective engagement of their kaiako and whānau	Year-end survey
3	A. Do a full promotion for Bishop Barry Jones Service Award (BBJSA) at assembly and via the newsletter	Pam	Time	Mid T1	Students are informed and enthused to sign up	Registration numbers
	B. Develop parent network to support BBJSA	Pam	Time - Com. App	End T1	Parents are supporting all ākonga involved - reducing workload on teachers	Parent engagement numbers
	C. Each class is expected to complete an afternoon service activity each term	All teachers	Time	Termly	All students have to undertake service/outreach	Success of various service projects

COMMUNITY

We will make sure to deliberately strengthen partnerships between whānau, ākonga, kaiako and kura. So we are a *vibrant community of faith, hope and love where everyone is welcome*

Initiative	Desired Outcome
1. Develop and implement a communication strategy	<i>To increase trust where all community members have a strong sense of belonging</i>
2. In collaboration with the PTA, plan and host regular community events	<i>Whānau are engaged and connected</i>
3. Celebrate regular cultural festivals	<i>Ākonga are motivated, connected and have pride in themselves and their culture</i>

Initiative	Action	Responsible	Resources	Deadline	Outcomes	Measurement
1	A. Update communication guidelines for staff	Ben	Time	T1	Consistency in message style between platforms	Less messages missed by parents
	B. Survey the best attributes of other school websites	Ben + Team	Time	T1	Understand what good looks like and apply to our new website	
	C. Redesign the school website, making sure it is clear, accurate and useful	Ben	\$1200	T2-3	Future parents are well informed and current parents have a useful portal for accurate information	Survey at end of year
	D. A SJR podcast is developed and launched to support parents	Ben + Pastoral Care	Time	T2	Parents have quality resource to support them in their mahi and strengthen the connection to school	Download numbers
2	A. Develop a roster of termly events for all parents that includes hospitality	Ben	\$2k	Ongoing	Parents are engaged and connected	
	B. Setup digital koha system to offset costs of parents events	Ben	Userpays	T1	Events can become self-sustainable	Income >/= Expense
	C. PTA engaged to support hospitality events	Ben & PTA	Free	Ongoing	Strengthens the value added by PTA	PTA membership increases
3	A. New Kapa Haka tutors recruited	Ben	\$5k	Early T1	Expert leadership for school kapa haka	
	B. Cultural Festival Organising Committee established	Ben	Time	T1	Distributed leadership	Cultural Festival is planned
	C. Stage 2024 school cultural festival	Committee	Userpays	T3	Students celebrate a variety of cultures	Cultural Festival occurs - and is evaluated by the feedback form and internal review

ACHIEVEMENT TARGETS

(Literacy)

2024 Acceleration Targets:

At least 40% of students receiving literacy interventions will make more than one year's progress within the given year. This means they will go from at to above or below to at...

Literacy intervention groups will be as follows:

- BSLA Tier 2 = Each term, groups of Y2 students will be selected
- Each term there will be a Y4-6 literacy intervention group (students may be included in more than one term)
- Each term there will be two literacy intervention groups from within the senior school (students may be included in more than one term)

Action Plan

Action	Responsible	Resources	Deadline	Indicators of Progress
BSLA Tier 2 intervention teacher and senior intervention teacher employed	Ben	3hrs (BSLA) + 1.5hrs (Senior) per week	Start of year	<ul style="list-style-type: none"> Teacher's contracted
Update Hero to better track BSLA data to support classroom and intervention teacher	Leigh	\$300 - Hero consultant	Early T1	<ul style="list-style-type: none"> Hero updated to include BSLA data
Establish target students from Ruru and Piwakawaka	Pam & Anita	Time	Early T1	<ul style="list-style-type: none"> Intervention groups established - loaded onto Hero
Develop an intervention plan for Y4-6 students	Steph	Time	Early each term	<ul style="list-style-type: none"> Parent communication Students engaged in the programme
Establish target student groups from Whio and Tūi	Christine, Matt & Tracey	Time	Early T1	<ul style="list-style-type: none"> Intervention groups established - loaded onto Hero
Develop an intervention plan for Whio and Tūi students	Tracey	Time	Early each term	<ul style="list-style-type: none"> Parent communication Students engaged in the programme
Regular teacher catchup - document with intervention teacher	All teachers	Time	Twice per term	<ul style="list-style-type: none"> Classroom plans will be adapted to complement learning within intervention groups
A report summarising progress to be shared with board in T2 and T4	Steph & Tracey	Time	W7 T2, W3 T4	<ul style="list-style-type: none"> Efficacy can be evaluated and changes implemented as needed