

St Joseph's School Temuka

Strategic Plan 2024-2025

Annual Plan 2025



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St Joseph's School Temuka Strategic Plan

Goals

Initiatives

Outcomes

Faith

whakapono

Integrate and weave the Catholic Values into all aspects of the school.

Development of new Director of Religious Studies – taking on all areas.

Strengthen and further develop caritas initiatives into the outreach programme and integrate into the curriculum.

Continue implement the new RE curriculum

Religious education led successfully with the support of the diocese Religious Advisor and principal.

A plan is developed to ensure our Social Action Programmes are sustainable and resourced.

All teachers will confidently implement the new curriculum into class programmes with a solid understanding of concepts.

Thriving ako

Staff feel confident and motivated to plan and implement the core curriculum.

of the English and Maths curriculum

Utilise available assessment tools effectively to inform teaching practice and student programmes and achievement

Good planning and collaboration to promote change IE: release, funding, attendance.

Staff understand and are confident to teach using the refresh curriculum

Teaching utilised all assessment tools as per school schedule.

Funding and professional development will be carefully selected and scheduled to ensure manageability.

Wellbeing

*Whanaungatanga
Develop, encourage and embrace diversity to achieve cultural competence.*

Professional development of Te Reo Māori for staff students and whanau through Te Puna Reo Māori

Build Cultural capacity by embedding practice in wider community

Celebrate cultural events and practices throughout the year.

Capabilities of all learners are supported and consistent practice across the school will lead to excellent outcomes for students.

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St Joseph's School Temuka Strategic Plan Roadmap

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		2024								
Goals	Initiatives	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Success
Integrate and weave the Catholic Values into all aspects of the school.	Development of new Director of Religious Studies - taking on all areas.	Religious Advisors / DRS Meetings/ School Wide Programmes								Religious education led successfully with the support of the diocese Religious Advisor and principal.
	Strengthen and further develop the outreach programme and integrate into curriculum	Develop plan	Implement Outreach Programme							A plan is developed to ensure our Social Action Programmes are sustainable and resourced.
	Implement the new Religious Education curriculum in the classrooms.	Implement RE curriculum into classrooms across the school.								All teachers will confidently implement the new curriculum into class programmes with a solid understanding of concepts.
Staff feel confident and motivated to plan and implement the core curriculum.	Implementation of the curriculum refresh	Maths and English								Staff understand and are confident to teach using the refresh curriculum
		Robb Proffitt - White Course								
		COL 100 Days				COL 100 Days	COL 100 Days	COL 100 Days		
	Utilise available assessment tools effectively to inform teaching practice, student programmes and achievement.	Breaking open and implement.								Teachers utilise all assessment tools as per the school assessment schedule.
	Good planning to promote change ie: release, funding.	Annual planning and funding				Annual planning and funding				Funding and professional development will be carefully selected and scheduled to ensure manageability.
Develop, encourage, and embrace diversity to achieve cultural competence.	Professional development of Te Reo Māori for staff students and whanau through Te Puna Reo Māori.	Te Puna Reo Māori Programme/Implementation into classrooms - Level 1								Capabilities of all learners are supported and consistent practice across the school will lead to excellent outcomes for students.
	Build Cultural capacity by embedding practice in wider community	Whanau Hui				Whanau Hui	Attendance plan implementation.			
		Implement Engagement Plan				Implement Engagement Plan				
	Celebrate cultural events and practices throughout the year	Celebration of Language weeks for cultures in the school								
		Kapa Haka Group/ Pacifica Group School wide								

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Measurement of Strategic Goals

Goal: Integrate and weave the Catholic Values into all aspects of the school.

Strategies/Initiatives	NELP, Board Objectives	Tools/Measures	What we expect to see/ Outcome
<i>Development of new DRS – taking on all areas.</i>	Objective 3, Priority 6 Board objective 1b1 (including spiritual)	Survey for staff, Appraisal	<i>Religious education led successfully with the support of diocese RA and principal</i>
<i>Strengthen and further develop caritas initiatives into the outreach programme and integrate into the curriculum.</i>	Objective 1, Priority 2 Objective 4, Priority 7 Board objectives B2	Observation, Leadership team/staff judgement	<i>A plan is developed to ensure outreach programmes are sustainable and resourced.</i>
<i>Implement the new RE curriculum in the classrooms.</i>	Objective 3 Priority 6 Objective 1 Priority 2 Board Objectives 1a, b2iii	Unit plan analysis - End of term reflections on unit plan Observation, Engagement in conversations.	<i>All teachers will implement the new curriculum into class programmes with a solid understanding of concepts.</i>

Goal: Staff focus on the core curriculum: learning how to plan and implement

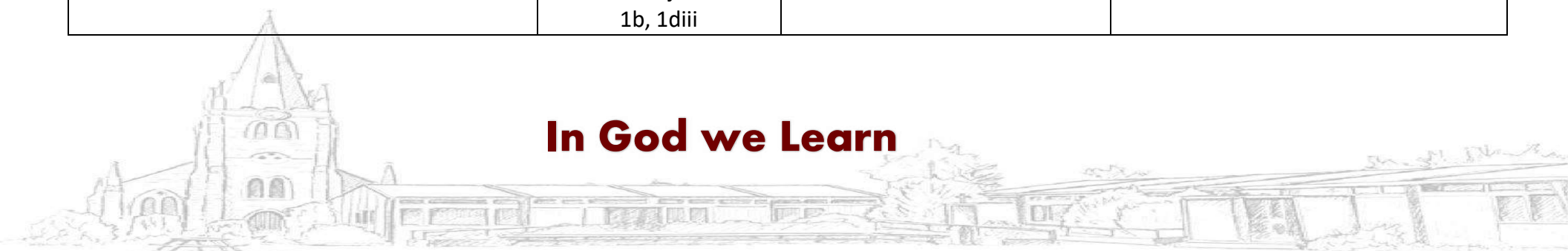
Strategies/Initiatives	NELP, Board Objectives	Tools/Measures	What we expect to see
<i>Implementation of English and Maths Curriculum</i>	Objective 2 Priority 4 Objective 3 Priority 6 Board objectives 1a, 2b, 2a, b2	Engagement in PLD - through school or COL Collegial conversations Evidence in planning	<i>Staff understand and are confident to teach using the refresh curriculum</i>

<i>Utilise available assessment tools effectively to inform teaching practice, student programmes and achievement.</i>	Objective 3 Priority 6 Board Objectives 1a, 2b, 2a	Conversations about programmes and impacts assessment is making Data collected	<i>Teaching utilises assessment tools as per school schedule.</i>
<i>Good planning to promote change IE: release, funding, attendance</i>	Objective 3 Priority 6 Board objectives 1a,2b	Annual plan Staff feedback about scheduling/Calendar	<i>Funding and professional development will be carefully selected and scheduled to ensure manageability.</i>

Goal: Develop, encourage and embrace diversity to achieve cultural competence.

Strategies/Initiatives	NELP, Board Objectives	Tools/Measures	What we expect to see
<i>Professional development of Te Reo Māori for staff students and whanau through Te Puna Reo Māori</i>	Objective 3 Priority 5 Objective 3 Priority 6 Board objectives 1b, 1dii	Hearing language change naturally occurring The stage teachers are working at will be evident with course - shift in teacher knowledge	<i>Capabilities of all learners are supported and consistent practice across the school will lead to excellent outcomes for students.</i>
<i>Build Cultural capacity by embedding practice in wider community</i>	Objective 1 Priority 2 Objective 2 Priority 3 Board Objectives 1a,1d	Whanau engagement Student involvement	
<i>Value and celebrate diversity within the school.</i>	Objective 1 Priority 1 Objective 2 Priority 3 Board Objectives 1b, 1diii	Student voice through a survey Evident with celebrations	

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2024 Statement of Variance: Progress against Targets

School Name: St Joseph’s School Temuka		School Number: 3532	
Strategic Aim: Students thrive through an engaging learning environment			
<i>Faith Wakapono – Integrate and weave Catholic Values into all aspects of the school.</i> <div>1. Development of new DRS – taking on all areas. 2. Strengthen and further develop caritas initiatives into the outreach programme and integrate into he curriculum. 3. Implement the new RE curriculum in the classrooms.</div>			
Baseline Data A new DRS was appointed to led Religious Education fully at the beginning of 2024. We had an unstructured outreach programme that needed to be refined and implemented into our school curriculum. A new Religious Education curriculum was rolled out for the beginning of 2024. We decided as a school to roll it out throughout the school even though some resources were unavailable.			
Actions What did we do?	Outcomes What happened?	Reasons for Variance Why did it happen?	Evaluation Where to next?
DRS was part of the DRS meetings held termly by the diocese. Also received some 1:1 PLD at beginning of the year. Internal review and Religious education self-review of programme implementation.	This gave the DRS clear ideas of curriculum and up to date resources. The DRS built her capacity as a leader of Religious Education. DRS lead first internal review. DRS also completed school wide data on the impact of class programmes.	DRS became more familiar with curriculum and was able to begin to guide teachers. DRS learning the process and implementing this to focus on change in the school. Developing blg picture thinking. We need to refine our review process to make it more	Continue to build DRS capacity with meetings and courses. Continue to develop DRS understanding of the whole curriculum not just the area she is teaching. DRS to be run the external review for school

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Outreach programme established	The outreach programme was established and implemented into the school wide programmes.	meaningful- what impact has this had on student achievement etc.	
Religious Education Curriculum was integrated into school programmes.	All teachers taught from the new religious education curriculum and implemented programmes into their classrooms that reflected the new curriculum.	St Vinnie's group was established and rolls were given to students, ie visiting Vinnie's, working Vinnie's, baking/cooking Vinnie's. This gave them more ownership of the programme. Teacher adapted well to the new curriculum implementation. All classes were being taught the new curriculum. Teachers have become more familiar with resources, website and programmes.	We felt that the caritas resources could be explored more and implemented more into our yearly programme. With two new teachers in the school next year with little to no RE teaching experience we will have to ensure that they get the professional development they require and the guidance from DRS and syndicate leaders. We will also use the Diocese to assist with curriculum knowlge and sessions to continue to build teachers capacity.

Thriving ako - Staff feel confident and motivated to plan and implement the core curriculum.

1. Implementation of English and Maths Curriculum
2. Understand the common practise model.
3. Good planning to promote change IE: release, funding,

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Baseline Data

Teachers have been on the Robb Proffitt White journey for one year. Learning about what explicit teaching and programme design looks like.

Structured literacy has been embedded into practice school wide for 4 years.

Teachers only days on Refresh curriculum and col days run by Cheryl Pym.

Teacher PLD around refresh curriculum and understanding the document whakapapa.

Staff had PLD to understand the concept behind the common practice model.

Budget were refined.

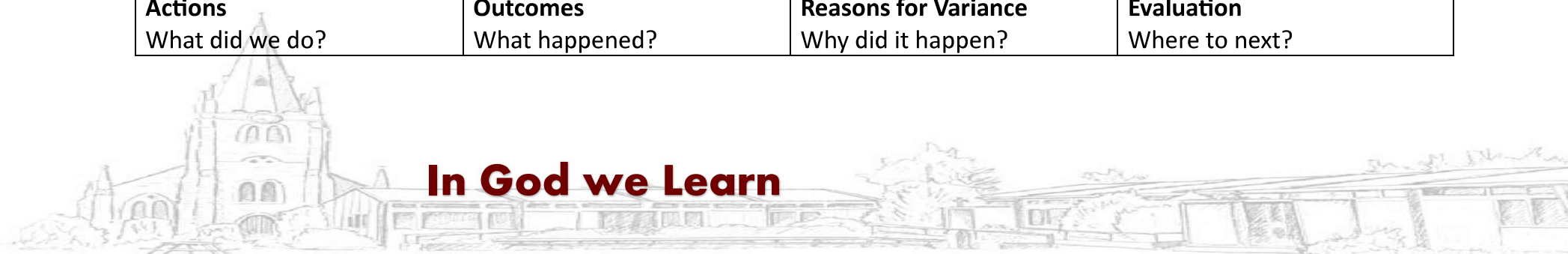
Actions What did we do?	Outcomes What happened?	Reasons for Variance Why did it happen?	Evaluation Where to next?
Teacher only days run around English and maths curriculum refresh.	Teachers had an understanding of the maths refresh curriculum. They were able to look at phases of learning and what that looked like in various age groups. Col led teacher led curriculum Professional development.	Teachers gained a solid understanding of the refresh resource. The pass in which it changed and needed to be implemented frustrated and overwhelmed teachers.	Teachers implement the programmes that we have developed to meet the curriculum refresh.
Robb Proffitt white courses were taken by staff members.	Teachers completing the Lerner first PLD then run PLD sessions during staff meetings.	The late arrival of the final English draft was frustrating and gave little time for implementation. Frustrations from year 7/8 teacher as phase three still not available in the English curriculum – what are they supposed to teach? This causes uncertainty.	Assessment tools are aligned to practice when they are released. Continued PLD for all staff.
School wide practices were refined	Shared expectations were established for maths and English curriculum.	Further development and ongoing refining required as it needs to align with changes made to documents.	PLD for structure literacy for some teacher aids.
The common practice model was not released	Looked at the common practice within the curriculum refresh		Change in focus for the strategic plan – focus on utilising assessment tools being released by Ministry to align with our assessment schedule.



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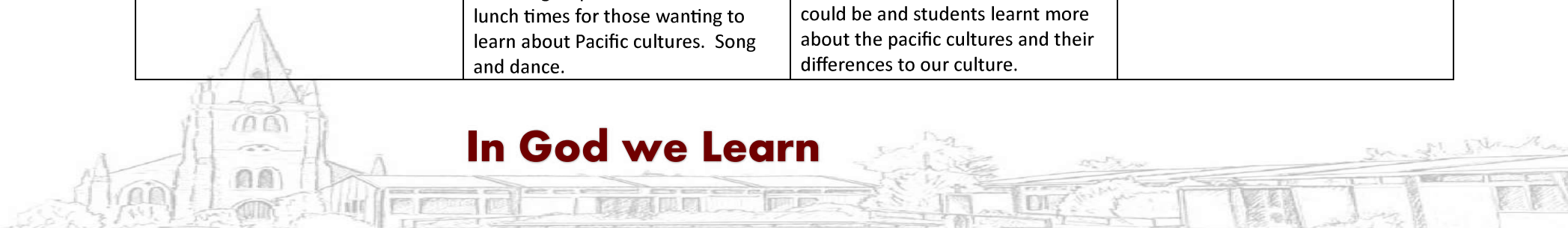
Budgets reflected the strategic plan	PLD opportunities/ courses were budgeted for and aligned with curriculum focus.	<p>No common practice Model was released.</p> <p>Changed focus in strategic plan to allow for utilising the new assessment tools that the Ministry is establishing.</p> <p>All staff accessed professional development required to make change.</p>	
<p><i>Wellbeing Whanaungatanga - Develop, encourage and embrace diversity to achieve cultural competence.</i></p> <ol style="list-style-type: none"> 1. Professional development of Te Reo Māori for staff students and whanau through Te Puna Reo Māori 2. Build Cultural capacity by developing and engagement plan. 3. Value and celebrate diversity within the school. 			
<p>Baseline Data</p> <p>Teachers had basic Te Reo and used occasionally in the school.</p> <p>Whanau engagement had been limited and decreased after Covid and in need of reestablishing connections.</p> <p>Cultural celebrations were developing in the school and embraced by all.</p>			
Actions What did we do?	Outcomes What happened?	Reasons for Variance Why did it happen?	Evaluation Where to next?

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<p>The school used Te Puna Reo as a guide to Professional development</p> <p>Teachers completed an inquiry of their Te Reo use.</p> <p>Classroom programmes reflected new learning.</p> <p>Whanau hui was organised for the end of term 1 and then changed to term 2.</p> <p>Consultation with local marae.</p> <p>Cultural celebrations held</p>	<p>All teachers took part in professional development on the Te Puna Reo sight.</p> <p>Most teachers did an inquiry into their use of Te Reo and how they changed their practice over the year. Teachers observed other teachers and their use of Te Reo.</p> <p>Changes implemented into daily programmes throughout the school.</p> <p>Letters were sent to all whanau asking for a whanui hui and shared kai evening.</p> <p>Principal spoke to Mike Reihana and Haami from local marae to ask for guidance.</p> <p>Matariki celebrations were part of our term 1 study. An evening was held to celebrate learning and show case Kapa haka in the school.</p> <p>Pasifika group continued to run at lunch times for those wanting to learn about Pacific cultures. Song and dance.</p>	<p>Most teacher adapted well to the changes and implemented programems into the school. Still room for improvement as not all classes were implementing to the same extent. Not all teachers did the inquiry and this has possibly affected staff members implementation and buy in.</p> <p>Te Reo was evident in most classes on a daily basis.</p> <p>Continue to work on positive ways to interact with whanau an</p> <p>Students school wide were engaged in their learning. Kapa haka performances senior and junior school were passionate and performed with mana. Parent engagement was high and most whanau and extended whanau were present. Any child wishing to be involved could be and students learnt more about the pacific cultures and their differences to our culture.</p>	<p>Continue to build our Te Reo capacity as a school. Get buy in from all staff members to ensure change is schoolwide.</p> <p>Set expectations up for school wide use of Te Reo and what that needs to look like in each class. Have personal goals aligned in performance goals to increase accountability.</p> <p>Continue to celebrate important cultural celebrations in the school.</p> <p>Source a kapa haka tutor for 2025 so the good practices and mahi can continue.</p> <p>Continue to run these groups for students to experience different cultures.</p>
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	<p>Students performed at FLAVA festival.</p> <p>Two students performed at multicultural day celebrations.</p>		<p>Class programmes and celebrations reflect our diversity in the school and changing demographics.</p>
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School wide Progress



Most of our students are working at or above expectations for reading in the school. There is a gender disparity, with females outperforming males. Given our smaller student population, this inequality is more pronounced due to the contrasting numbers of female and male students.

Most of our students are working at or above the expectations for writing in the school. There is a gender disparity, with females outperforming males. This gap is partly due to a cohort of neurodiverse and highly active male students, which has contributed to this disparity. Additionally, the smaller student population amplifies this inequality due to the differing numbers of male and female students.

Most of our students are meeting or exceeding expectations in mathematics. However, there is a disparity between all students and Māori students. Student neurodiversity has affected these results.

Many factors have influenced student achievement in the school, including neurodiversities, changing school demographics, and fluctuating numbers. A growing proportion of our students are part of our targeted analysis, and we are working diligently to meet their needs.

All our students' achievement levels are nearing the next tier of percentage performance, and we aim to improve these percentages to fully reach that category across the school in 2025. These disparities are not new, and we have been actively working to address them, recognising that such changes take time.



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Annual Implimentation Plan 2024 –Goal 1

Integrate and weave the Catholic Values into all aspects of the school.

Initiatives	Strategic actions	Resourcing/who /Timeframe	Measures of success
Development of New Director of Religious Studies – taking on all areas.	Development of new Director of Religious Education through on the job training. Supported through process. Working 1:1 with Religious Advisors to support programme implementation and guidance. Professional learning opportunities through Director of Religious Education Meetings.	DRS – handbook Guidance from Religious Advisors DRS/Principal/Religious Advisors Catholic Convention Wellington	Religious education led successfully with the support of the diocese Religious Advisor an principal
Strengthen and further develop caritas initiatives into the outreach programme and integrate into the curriculum	Continue to liaise with the Parish Council/ Parish office to strengthen ideas and ways we can assist parishioners. Continue to liaise with St Vincent De Paul group – set up a programme to assist them in more ways than we already are. Continue to develop a St Vinnies Group at school and ask for students input into outreach ideas. Use caritas resources to integrate strengthen our outreach programme.	Principal Parish council Parishioners Activities co-ordinator - Wallingford Home St Vinnies group in Temuka	A plan is developed to ensure our Social Action Programmes are sustainable and resourced.
Implement the New Religious Education curriculum in the classroom.	Staff meeting - understand purpose and progression. PLD – new concepts for religious education and what it might look like in my class. Revise planning and assessment documentation Religious advisors to work with the staff - New teaching staff to the school – up to speed on new curriculum Teacher only day focus – what makes a good prayer session. What should we see at St Joseph’s Temuka.	DRS Principal Staff Diocese Religious Advisors	All Teachers will confidently implement the new curriculum into class programmes with a solid understanding of concepts

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Annual Implimation Plan 2024 –Goal 2

Staff focus on the core curriculum: learning how to plan and implement

Initiatives	Strategic actions	Resourcing/who /Timeframe	Measures of success
Implementation of the English and Maths curriculum	<p>Teacher only days held with COL – Rob Proffitt-White maths Assessment and planning – Learner First</p> <p>Professional development through numicon and maths no problem websites, zooms etc.</p> <p>Schoolwide PLD sessions digging deeper to streamline processes in school. Shared vocabulary development.</p>	<p>Principal</p> <p>Staff</p> <p>Maths Led Teams</p> <p>Literacy led Teams</p>	<p>Staff understand and are confident to teach using the refresh curriculum.</p>
Utilise available assessment tools effectively to inform teaching practice, student programmes and achievement.	<p>Investigate phonics assessments – released in January, how this is to be implemented and when etc</p> <p>PAT testing – wait to hear expectations and decide how to implement testing through paper or online versions.</p> <p>Stay up to date with Ministry changes</p>	<p>Principal</p> <p>Staff</p> <p>Literacy Team</p> <p>Maths Team</p> <p>COL Leads</p>	<p>Teaching utilises all assessment tool as per the schools assessment schedule.</p>
Good planning to promote change ie: release, funding.	<p>Manage Budgets so they will meet needs of Professional development in key areas to support the annual plan.</p> <p>Develop a attendance plan aligned with he STAR guidelines and implement.</p>	<p>Principal</p> <p>Budget Team</p> <p>Management Team</p>	<p>Funding and professional development will be carefully selected and scheduled to ensure manageability.</p>

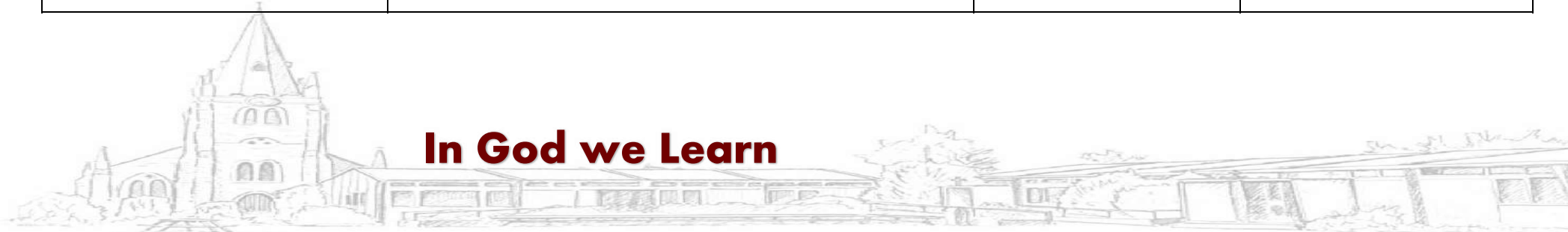
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Annual Implimentation Plan 2024 –Goal 3

Develop, encourage and embrace diversity to achieve cultural competence

Initiatives	Strategic actions	Resourcing/who /Timeframe	Measures of success
Professional development of Te Reo Māori for staff students and whanau through Te Pauna Reo Māori.	Professional Learning Sessions – introduction to the course Professional Learning Sessions – Syndicates will meet to complete the teacher learning from Te Puna website. Syndicates plan for next weeks teaching in classrooms.	Te Puna Reo website Cultural Leadership Teacher Principal	Capabilities of all learners are supported and consistent practice across the school will lead to excellent outcomes for students.
Build Cultural capacity by embedding practise in wider community	Whanau survey Support from local iwi and Marae. Make connections with local iwi and Marae – by asking for guidance with a Local Cultural celebration involving all local schools. Connections for whanau through Te Puna Te Reo site. Work towards a local cultural celebration.	Principal Cultural Leadership Teacher Management Team Te Puna Reo site	Capabilities of all learners are supported and consistent practice across the school will lead to excellent outcomes for students.
Celebrate cultural events and practices throughout the year.	Kapa haka Group – building to FLAVA festival competitive this year Continued development of junior programme - Kapa Haka, wiata and games Celebration of cultural events that whanau in our school community belong to continue to add to this when we have other cultures join our Kura. Matariki celebration in term 2 – celebration of terms learning	Principal Kapa Haka Tutor Cultural Leadership Teacher	Capabilities of all learners are supported and consistent practice across the school will lead to excellent outcomes for students.

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Appendix 1

How we prioritised our goals to make determine our key areas of change:

We clarified our vision for the school.

Talked about our current state.

Strengths and challenging.

Used assessment data.

Consulted our stakeholders through survey/feedback.

Looked at key areas of change as a leadership team and Board of Trustees.

We looked at key areas of change in relation to the national educational learning priorities.

From that prioritised Board objectives.

From that information we made an informed decision.

Shared our vision with whanau.

Appendix 2

In the ongoing development of our strategy and direction moving forward for the school in regard to reflecting local Te Kunga Matau and Māori and Taha Māori in our curriculum policy plans and our strategy we have approached mana whenua to see how we might go about beginning the process and have started our journey. They continue to be stretched for the resources and are overwhelmed with developing the curriculum for this large area. We understand these constraints and are working at their pace and following their lead for this implementation. We will continue to build relationships and hope work alongside them in the future to develop our strategic plan. We therefore continue to prioritize building relationships as the key focus at this stage in order to give the time required for mana whenua to be ready for next steps. Staff will engage in any professional development offered.



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Staff have all engaged in Te Reo professional development this year and this is becoming a more consistent practice in the school

One of our strategic goals this year is to develop, encourage and embrace diversity to achieve cultural competence. We have three initiatives to help us reach this goal. All staff are upskilled with ongoing professional development in Te Reo Māori through the Te Puna Reo Māori website. Students will be working through Level 1 of the Te Puna Māori programme and whanau will be able to connect through the website also. We intend to build our cultural capacity by building relationships with our whanau and wider Temuka community. We are hoping to have a cultural celebration day locally this year. All cultures in the school will be celebrated through events throughout the year.

Our neurodiverse students' needs continue to be a challenge to meet with the lack of resourcing locally. Waiting lists are a constant barrier and developing wrap around plans for these students continues to be challenging. We continue to refine our school-wide plan for behaviour that continues strengthen our approach and investigated their needs. We have begun to incorporate our Ross Greene training and CPS into this behaviour plan.

