

# Strategic Plan 2024-2025



## Vision Statement

St. Joseph's is a state-integrated full primary school (Years 1-8) - with a Special Catholic Character. The special character of our school is founded on our patron St. Joseph and the Gospel virtues from which flows the educational philosophy of Catherine McAuley as gifted to us by the Sisters of Mercy. St Joseph's is part of the Catholic Parish of Christchurch North and Christchurch Catholic Schools Kahui Ako - Te Māra Akoranga Katorika. It is through collaboration with the Parish and Kahui Ako that we maximise our ability to provide quality Catholic Education for our community.

St Joseph's School's vision is to provide a Catholic education that empowers future leaders to develop a love of learning, self-belief, commitment to others, and faith in God.

The virtues that we live by at St Joseph's School reaffirm our vision. They emulate the vision of our parish, are representative of the values of our school community and carefully weave in the Values and Key Competencies of the New Zealand Curriculum.

The virtues are evident in the way we act, relate to each other and our faith in God. The virtues are carefully woven into the everyday life of the school; they are actively promoted and expected of all people within our community. The virtues reflect the heart of our Catholic faith belief that calls us all to live our faith in action every day.

## Introduction

Over the last five years, the school student demographic has become increasingly diverse with the student population representing thirty-eight different countries and nationalities. Over recent years the school has also seen an increase in the number of students enrolled at the school who were English Language Learners. These changes in demographics have required the school to review its learning approaches so that it is responsive to the needs of learners.

Our Strategic Plan is data-driven. School-wide achievement data is collected over time so that we can monitor our success in providing educational opportunities that are responsive to the needs of all learners. The data confirmed that at the start of 2024, approximately 85% of students were achieving at or above expectations in Reading, Writing and Mathematics. Analysis of this data indicated that the level of achievement was not consistent between gender and ethnicity.

The Strategic Plan was created in response to the school's ongoing consultation with stakeholders. The school's consultation programme includes community surveys, student completion of the Me and My School survey and meetings with various groups within the school community including Maori, Pacifica, Filipino and Indian.

The principal represents the school at both Parish and Kahui Ako levels and synergises the strategic goals of all organisations.

The Strategic Plan has been designed so that it reflects the National Education Learning Priorities (NELP), Kahikatea (KHA), and the Philosophy of Catholic Schools (PCS). These links are noted on the plan.

# Strategic Plan 2024-2025

Strategic Goal (Outcome)	Link to Education Priorities/Objectives	What do you expect to see and how will this be measured	Action
A. 90% of students are achieving at or above expectations for Reading Writing and Mathematics	<ul style="list-style-type: none"> <li>Quality Teaching and Leadership (NELP)</li> <li>World Class Inclusive Education (NELP)</li> <li>Te Tangata (KHA)</li> <li>TE Kanorautanga (KHA)</li> <li>Personal Excellence (PCS2)</li> </ul>	<p>Improvement in the average school-wide achievement results for Reading, Writing and Mathematics</p> <p>The disparity between the level of achievement between general achievement levels and that of the minority group to close.</p> <p>This will be measured by analysing the mid-year and end-of-year student achievement data.</p>	Enhance teachers' Mathematics teaching capability
			Strengthen Senior Leaders' Writing knowledge
			Improve the accuracy of assessment and monitoring practices
			Develop school-wide Reading, Writing and Mathematics curriculum programme
			Create school-wide teaching ethnicity with Reading Writing and Mathematics
			The school works collaboratively with the Kahui Ako to share Mathematics teaching expertise
B. High-quality teaching is responsive to the growing diversity of our learners	<ul style="list-style-type: none"> <li>Learners at the centre (NELP)</li> <li>Barrier-Free Access (NELP)</li> <li>Te Whānau (KHA)</li> <li>Te Rangatiratanga (KHA)</li> <li>Inclusive Education (PCS7)</li> </ul>	<p>Increase on-task behaviour</p> <p>Decrease behaviour disruptions</p> <p>Children who are engaged in their learning:</p> <ul style="list-style-type: none"> <li>They see learning is relevant to their learning journey.</li> <li>They enjoy learning</li> <li>They feel calm &amp; comfortable</li> </ul> <p>Children believe they belong and are valued for who they are</p> <p>This will be measured through the Me and My School Survey results.</p>	Teams respond to the diverse learning needs of children by applying the school's learning dispositions in the team spaces.
			Teams respond to the diverse learning needs of children by prioritising contextualised, hands-on activities that emphasise social learning
			Teachers expand their knowledge of Te Reo and Tikanga Maori
			Teams use data to differentiate learning opportunities that target the needs of all students
			Parents are provided the opportunity to engage in their children's learning and progress.
			Continue the Positive Behaviour for Learning journey by engaging children in positive behaviour that enhances social interaction & improves engagement in learning.
C. The RE programme supports all learners on their faith journey	<ul style="list-style-type: none"> <li>Te Whānau (KHA)</li> <li>Quality Teaching and Learning (NELP)</li> <li>Evangelisation (PCS3)</li> <li>Religious Education (PCS6)</li> <li>Teaching of Christ (PCS5)</li> </ul>	<p>A draft Liturgical Year programme has been presented to staff for feedback.</p> <p>A plan for the future development of the curriculum has been developed.</p> <p>Student progress in Religious Education is quantifiable</p>	A draft school-wide Liturgical Year programme is created
			DRS & Special Character Team undertake training in the new Religious Education Curriculum
			Teachers Religious Education knowledge is enhanced through certification
			Review of the school-wide RE goals and benchmarks
			A Religious Education induction programme is provided to children new to Catholic Education