



St Joseph's School, Patea

Taking Responsibility | Achieving Excellence | Having Respect | In it Together

School Vision

“May our Waka always point to God as we enhance the wairua of our taonga (students).
Each day we will love the Lord our God with all our heart, mind and soul by;
“Taking Responsibility, Achieving Excellence, Having Respect, In it together”

*TAHI is the Māori kupu for number one!
We value and believe in a school community (Whānau) that encompasses;
Love towards God, self and others
Faith in their life journey with God and their learning
Community to work together
Courage to believe and achieve*

T.A.H.I Values

Each day we will love the Lord our God with all our heart and mind by:

Taking Responsibility
Achieving Excellence
Having Respect
In it Together
(1st Commandment)

Our Strategic Goals will link with the National Education and Learning Priorities in schools and Kura (NELPS), To Tatou Whakapono, foundation curriculum policy statements and national curriculum statements and other national education strategies.

TE KANORAUTANGA - QUALITY TEACHING AND LEADERSHIP: Quality teaching and leadership make the difference for learners and their whānau.

- ❖ Meaningfully incorporate Te Reo Māori and Tikanga Māori into the everyday life of the place of learning.
- ❖ Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

Strategic Direction 2024 - 2025 Goal 1: Catholic Special Character

At St Joseph's School Pātea we are a community that seeks to communicate Christ and help form Christ in the lives of others

The Tumuaki's faith based leadership shapes St Joseph's School Pātea vision and direction so as to ensure a genuine, ongoing encounter with Christ. Give our School TAHI values a Gospel / Christ centred lens.

Implement Tō Tātou Whakapono - strengthening planning and assessment practices and developing reflective capabilities of ākonga (attitudes and knowledge)

Formal reporting to the Board and whānau on student achievement in Religious Education

Implement a strategic roll growth strategy

Success Indicators for Goal 1:

Confident faith leader who engages with the community and parish creating opportunities to encounter Christ

Gospel values -TAHI refreshed and reviewed and underpinned by scripture or charism. These values will be reflected in the graduate profile and all school documentation.

Board and whānau receive formal reporting from the Principal on student achievement in Religious Education.

There is roll growth.

Actions	Who is Responsible	Resources Required	Time Frame	Indicators of Progress <i>What will we see that has changed in Learner / Teacher / Teacher Behaviours?</i>
<p>Attend the Catholic Convention June 2024. June 19-21st 2024 Wellington. Choosing workshops that are going to build knowledge.</p> <p>Attend the Josephite Colloquium to gain a deeper understanding about the Josephite Charism 5pm Sunday 23 June - 3pm Tuesday 25th June 2024</p> <p>SC 502 Interpreting the New Testament Thursdays over Term 3 25/July - 12/Sept 3:30 - 6pm via zoom</p>	<p>Principal, Presiding Member</p>	<p>Josephite Newsletter</p> <p>Principal's Wellbeing Fund</p> <p>Finance: RE Courses Flights Accommodation Relief Teacher</p> <p>Relief teacher</p>	<p>June - Sept</p>	<p>Clarity about the role as a faith based leader. Naturally articulating our faith Feeling more comfortable as a faith leader Growing confidence in faith leadership Liturgical life of the school will be rich and varied and include</p> <ul style="list-style-type: none"> ● School Mass at St Patrick's Church on a Sunday ● School Mass once a term at St Patrick's Parish ● Hold Liturgies at the school and invite the Parish community <p>Variety of prayer being used is rich and varied. Resource Bank is being built. Catholic lens will be across everything - PB4L Messages in St Joseph's School Patea Happenings, Facebook, community events.newsletter will be more faith based in the language that is used. Use of Josephite newsletter messages. Catholic lens is prevalent in curriculum documentation. Board member attending Colloquium with tumuaki to support and strengthen understanding and implementation of schools Josephite charism.</p>
<p>Give our School TAHI values a</p>	<p>Principal Board</p>	<p>Josephite Sisters of St</p>	<p>June - December</p>	<p>Review and refresh the wording of the TAHI values - are they still current and do they reflect the school's charism/Māori kupu? - staff, students,</p>

Gospel / Christ centred lens.		Joseph's PNDO		whānau and board involved. Learning done from principals faith formation will influence review Piece of scripture/Josephite values/charism will be aligned to each value We start to see and plan visual presentations around places and spaces in the school of the values. The Gospel values TAHI will be evident in all school documentation.
Implement Tō Tātou Whakapono - strengthening planning and assessment practices and developing reflective capabilities of ākongā (attitudes and knowledge)	Principal RE Advisor	To Tatou Whakapono Engagement in Year 3-4 Workshops / DRS meetings / Small Catholic Schools roopu Newsletters ILP's /Goals	Term 1 - 4	<ul style="list-style-type: none"> Evidence of the Bishop's mandated curriculum is being taught consistently and delivered with integrity .Attending Year 3-4 resource Workshop Tō Tātou Whakapono Participating and collaborating within the Small Catholic Schools Roopu (January, April, July & October). Continue to grow in confidence to develop multi levelled units and lessons for each Religious Education theme and adapt to the needs of our learners Contribute to creating a bank of resources for all to share within the school. Assessment practices in place - including pre and post-tests. Documentation of learning will be evident on walls and within RE books
Formal reporting to the Board and whānau on student achievement in Religious Education	Principal RE Advisor	Principal Report DRS Report	Monthly June November	Principal to work with the Catholic Education Advisor to: <ul style="list-style-type: none"> Implement a robust cycle of learning through,planning and assessment Development of a template for reporting to the Board on student achievement data Report to the Board and whānau on student achievement in RE twice a year Report to the Board at every meeting about the progress being made to meet the CSC recommendations, using the development plan shared between the Principal and PNCEO Advisors
Implement a strategic roll growth strategy	Principal Sub Committee	School Board Hui	Principal Monthly Reporting Sub Committee Report 3x a year	A sub-committee is formed <ul style="list-style-type: none"> Current reality is noted Brainstormed ideas from 2023 put into practice A plan is put in place, activated and monitored at monthly board meetings. Roles and responsibilities are given to Board members as part of the strategy Responsibilities are done in a timely manner Actions from previous meeting will be monitored Increased enrolments

Monitoring & Review: How are we going? How do we know? Next Steps. (Mid Year Data)

TE WHĀNAU - LEARNERS AT THE CENTRE: Learners with their whānau are at the centre of education.

- ❖ Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- ❖ Have high aspirations for every learner/ākonga, and support these by partnering with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities.

Strategic Direction 2024 - 2025 Goal 2: Learning and the Learners: At St Joseph's School Pātea we will create our future by actively engaging all learners in creative and innovative learning programmes, guided by the Te Mātaiaho and the Tō Tātou Whakapono of Aotearoa NZ, in partnership with learners, supported by their whanau.

Integrate Te Mātaiaho and Tō Tātou Whakapono through the Local Curriculum.
 Review and Refresh all curriculum documents ensuring the Catholic worldview is woven throughout.
 Review and Refresh assessment & reporting practices
 Include Community Consultation & Iwi consultation in the development of the curriculum, aspirations, local stories, tikanga, waiata, pakiwaitara, pūrākau that all ākonga must know:

- Give effect to Te Tiriti o Waitangi
- Hold a broad view of ākonga success
- Hold high expectations for all ākonga

Success Indicators for Goal 2:

Te Mātaiaho and Tō Tātou Whakapono: Weave together elements of Te ao Māori, wellbeing, education, and the physical environment, creating a robust, accessible, refreshed curriculum framework to engage Māori ākonga and whānau.

Assessment and Reporting practices implemented

Success will encompass academic, emotional, social and faith based growth supported by a localised curriculum

Actions	Who is Responsible	Resources Required	Time Frame	Indicators of Progress <i>What will we see that has changed in Learner / Teacher / Teacher Behaviours?</i>
Apply to Te Mahau for PLD related to the classroom teaching practices and assessment for learning	Angela LSM	MOE resourcing	Term 2- 4	Assessment For Learning practices, systems in place
Integrate Te Mātaiaho and Tō Tātou Whakapono through the Local Curriculum.	Principal Support: PNDO Team: Teresa, Pauline & Jane	Curriculum Documents Te Mataiaho To Tatou Whakapono Tū Rangatira (Māori Medium Educational Leadership) Ministry Bulletin NZ Prinipal's Federation:	Term 1 - 4	Ensure that teaching and learning programmes are underpinned by mātauranga Māori values, knowledge and skills and To Tatou Whakapono. Planning and coordinating regular measurement of learners progress through: <ul style="list-style-type: none"> ● Student Profiles: Roles & Responsibilities during prayer, Mass & Liturgies. Pre / Mastery test and activity to provide a snapshot of the theme currently covering. ● Planning: Theme /Achievement Objectives / Learning Intentions / Progress Indicators accessible.

		Principal Matters Principals FB Page CPLG: Catholic Principal Learning Group		
Review and Refresh all curriculum documents ensuring the Catholic worldview is woven throughout.	Principal	Te Mātaiaho Tō Tātou Whakapono PNDO	Term 1 - 4	Identifying and developing teaching and learning programs: <ul style="list-style-type: none"> • Unique to the goals and aspirations of our kura whānau • The graduate profile will reflect the Gospel values. • Ākonga are intellectually stimulated within an environment conducive to learning.
Review and Refresh assessment & reporting practices	Principal	Curriculum Documents Te Mataiaho To Tatou Whakapono Tū Rangatira (Māori Medium Educational Leadership) Ministry Bulletin Principals FB Page CPLG: Catholic Principal Learning Group	Term 1 - 4	Streamline assessment calendar for teachers, learners and Whanau Evaluate data at the end of each term (Reading, Writing, Math & RE) Moderated by external eyes facilitator (End of Term 1, Mid and End of Year) Realise our ākonga potential and success by ensuring learning is prioritised: <ul style="list-style-type: none"> • Manage Timetable (1hr day Reading, Writing & Math) • Clear Classroom Expectations • Best Practice • Learning Intentions • Modelling Books • Accelerated learning • Explicit instruction • Independent Practice / Self Managing / Learning Menus • 1/1 Reading, Writing & Math using Profiles - Deliberate Acts of Teaching (5 x a week) while the roll is low • R.E Include pre / post tests of strand • SMS - Hero introduced to staff and whanau.
Investigate and implement HERO SMS system into school system	Principal Secretary	HERO personnel Kahui Ako Schools Monetary Resource	Term 2	<ul style="list-style-type: none"> • Set up system - personalised to St Joseph's School Patea • Attendance tracked- Monitor attendance regularly using HERO to see patterns that need to be addressed • Data collection & Analysis • Social & Emotional Wellbeing tracked • Explore how to use HERO functions to monitor student progression and track students who are not making the expected progress for their age. <ul style="list-style-type: none"> • Professional development undertaken by Secretary and Principal- visits to local schools, Webinars
Set targets for akonga to strive to achieve in all curriculum areas - reading, writing and maths				Target students (3) chosen who are achieving below expected curriculum levels and accelerate their progress -Utilise new Phases of Learning

				-Independent Learning Logs
<p>Include Community Consultation & Iwi consultation in the development of the curriculum, aspirations, local stories, tikanga, waiata, pakiwaitara, pūrākau that all ākonga must know:</p> <ul style="list-style-type: none"> • Give effect to Te Tiriti o Waitangi • Hold a broad view of ākonga success • Hold high expectations for all ākonga 	Principal	Ngati Ruanui Ngati Ruanui Whanau Ora Ngaruahinerangi Nga Rauru - Te Kooiwiroa - Ngareta Patea Waioturi Marae: Tama Potaka Pariroa Marae: Mairini Kershaw RTM - Ngaraina Brooks	Term 1 - 4	<p>Understand the effect of the local history on local iwi, whānau, hapū the Māori community, Māori learners, the environment and the service. Knowledge of local context and local iwi and community is important in supporting Māori learners to achieve in and through education.</p> <ul style="list-style-type: none"> - Using the tools and skills of knowledge of local context and local iwi and community is important in supporting Māori learners to achieve in and through education. <p>Work towards St Joseph's an extension of our community - you can tell it is a local school.</p>
<p>Monitoring & Review: How are we going? How do we know? Next Steps. (Mid Year Data)</p>				

TE TANGATA - BARRIER FREE ACCESS: Great education opportunities and outcomes are within reach for every learner.

- ❖ Reduce barriers to education for all, including for Maori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.
- ❖ Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy.

Strategic Direction 2024 - 2025 Goal 3: Learning Climate. At St Joseph's School Pātea we will create our future by optimising learning opportunities for all learners.

We will strengthen experiences for our ākonga by utilisation of local resources (people, places and events) to strengthen experiences for ākonga.

Success Indicators for Goal 3:

Individual learning plans co-created identifying goals to strive to achieve each term in all core curriculum areas. (Reading, Writing, Math & RE)
 Ākonga experiencing and participating in events, Noho Marae, Kapa Haka, visiting our Kaumātua, Local museum Aotea Utanganui.

Actions	Who is Responsible	Resources Required	Time Frame	Indicators of Progress <i>What will we see that has changed in Learner / Teacher / Teacher Behaviours?</i>
We will strengthen experiences for our ākonga by utilisation of local resources (people, places and events) to strengthen experiences for ākonga.	Principal	Ngati Ruanui Ngati Ruanui Whanau Ora Ngaruahinerangi Nga Rauru - Te Kooiwiroa - Ngareta Patea Waioturi Marae: Tama Potaka Pariroa Marae: Mairini Kershaw To Tatou Whakapono Local Parish (Maori Community) HAL Healthy Active Learning	Term 1 - 4	Actively acknowledging Māori parents, hapū, iwi and the Māori community as key stakeholder in our kura. The local school curriculum includes a lot of local tikanga, language and culture of Ngati Ruanui, Ngaruahinerangi & Nga Rauru. Ensure that teaching and learning programmes are underpinned by mātauranga Māori values, knowledge and skills and To Tatou Whakapono. Build a strong culture of learning in our ākonga. <ul style="list-style-type: none"> ● Toku Turangawaewae - I know where I stand, so I can confidently navigate life, face challenges with resilience, embrace opportunities openly, and contribute positively to the world around me. Continue: Healthy Active Learning <ul style="list-style-type: none"> ● Sport Taranaki ● Tapa Wha model integrated throughout the curriculum / school ● Play Trailer (Whenuakura School, Kakaramea and St Joseph's Patea). Continue Kids Can (Jackets, shoes and Fruit) Continue providing lunches thru the MOE program: Ka Ora Ka Ako Continue relationship with RTM - Resource Teacher - Te Reo Maori Toi Foundation: Funding Applications 2024 Te Ao Maori - Toi Funding <ul style="list-style-type: none"> ● Local curriculum ● Chromebooks, Smart Tv, iPads ● Swimming lessons (Travel to Hawera) School Mara (Garden)

TE TUAKIRITANGA - Future of Learning and Work

Collaborate with Kura in Kāhui Ako to ensure learners /ākonga have the skills, knowledge and pathways to succeed in work.

Strategic Direction 2024 - 2025 Goal 4: Kāhui Ako Goal/s

Relationship Based Learning

To improve relationships and teacher capability across the Kāhui Ako.

Social Emotional Learning

Enhance well-being by developing social and emotional skills so ākonga can successfully participate in learning and contribute to the community.

Coherent Pathways

Enrich learning opportunities ensuring coherence and continuity of learning for ākonga.

Success Indicators for Goal 4:

RbL pedagogy used (impact coaching, voices, guiding coalition, etc) supporting teachers and leaders to embed RbL process throughout our Kura.

Actions	Who is Responsible	Resources Required	Time Frame	Indicators of Progress <i>What will we see that has changed in Learner / Teacher / Teacher Behaviours?</i>
<p>Relationship Based Learning To improve relationships and teacher capability across the Kāhui Ako.</p> <p>Social Emotional Learning Enhance well-being by developing social and emotional skills so ākonga can successfully participate in learning and contribute to the community.</p> <p>Coherent Pathways Enrich learning opportunities ensuring coherence and continuity of learning for ākonga.</p>	Principal	RbL Lead Principal	Term 1 - 4 STPA hui each term: Term 1:14th Mar Term 2:23rd May Term 3:22nd Aug Term 4:7th Nov	<p>Collaborating with kura within the Kāhui Ako</p> <p>Participate in Cluster Events (Swimming, Athletics, Cross Country ect)</p> <p>Continue RbL in the school led by Lead Principal of Kāhui Ako</p> <p>Attend PLD opportunities provided by the Kāhui Ako</p> <ul style="list-style-type: none"> ● Staff Only Day - Weaving the Kete <p>Attend STPA hui each term</p>

Monitoring & Review: How are we going? How do we know? Next Steps. (Mid Year Data)