



St Joseph's School, Patea

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

ANNUAL IMPLEMENTATION PLAN 2026

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.

STRATEGIC GOAL 1

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.

Annual Target / Goal

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 faith-based leadership shapes the vision and direction of St Joseph's School Pātea, ensuring a genuine and ongoing encounter with Christ. Our school community is committed to embedding the TAHI values in daily life, fostering a culture of faith, respect and service. Through a deep understanding of our Josephite charism, we strive to weave its principles into all aspects of school life, nurturing a spirit of compassion, humility, and dedication to the common good.

What do we expect to see by the end of the year?

Actions	Who is Responsible	Resources Required	Time Frame	How will you measure success?
<p>Ensure varied and rich prayer is an integral part of the daily routine of school life and reflects the Catholic liturgical calendar.</p>	<p>Acting Principal REA Mons Dave Bell Reach out to Sr June</p>	<p>Caritas Resources Butterfly House RE Curriculum</p>	<p>Daily and Ongoing</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students and staff engage confidently and actively in a variety of prayer forms including being familiar with appropriate, engaging age-appropriate Catholic children's music. <input type="checkbox"/> Regular prayer observance evident. <input type="checkbox"/> Term 1 Mass Ash Wednesday with St Joseph's School Hawera <input type="checkbox"/> Caritas Lenten Prayer Resource is used during Lent for prayer. <input type="checkbox"/> Palm Sunday is celebrated by children – Liturgy- enactment <input type="checkbox"/> Holy Week is journeyed. <input type="checkbox"/> Stations of the Cross and Last Supper <input type="checkbox"/> Mons Dave may lead class Mass with the children <input type="checkbox"/> Term 2 will be planned with Acting Principal and REA <input type="checkbox"/> Shared in the newsletter – Parents informed and invited
<p>Ensure the teaching of the RE curriculum:</p> <ul style="list-style-type: none"> ➤ Years 1 and 2 100 minutes (5x20) per week ➤ Years 3 and 4 100 minutes 5x20 or 4 x 25 	<p>Acting Principal REA</p>	<p>RE Curriculum Document; Planning Templates; Digital Resources</p>	<p>Weekly, monitored each term</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers meet RE time requirements; planning aligned; assessments show progress. <input type="checkbox"/> What is being taught is shared in the newsletter <input type="checkbox"/> Modelling Book <input type="checkbox"/> Evidence on walls and in student work

<p>TAHI Values are unpacked with students at their level and lived daily. Josephite Charism is used to model behaviour</p>	<p>Acting Principal</p>	<p>TAHI posters, Josephite Charism resources, PD materials</p>	<p>Ongoing</p>	<p><input type="checkbox"/> Students articulate and live Tahi values; behaviour shows restorative practice. <input type="checkbox"/> Tahi certificates are awarded weekly. Photo in newsletter.</p>
<p>Acting Principal engage in Catholic Leadership Formation opportunities</p>	<p>Acting Principal Commissioner and PNCEO Manager</p>	<p>Time; Budget</p>	<p>Throughout the year</p>	<p><input type="checkbox"/> Attending PNCEO Board Formation in Hawera - February <input type="checkbox"/> Attending PNCEO Faith Leadership Gathering in March <input type="checkbox"/> Working alongside REA- 5 weekly check in</p>

STRATEGIC GOAL 2

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.

Annual Target - Inquiry Integrated Learning:

St Joseph's School Pātea is committed to actively engaging all learners through our Navigator Curriculum, guided by Te Mātaiaho and Tō Tātou Whakapono, in partnership with learners and supported by their whānau. To achieve this strategic goal, we propose the following objectives and success indicators:

What do we expect to see by the end of the year?

Improved **attendance, engagement and achievement** of ākonga at risk of underachieving through implementation of Integrated Inquiry topics within the Navigator Curriculum

Actions	Who is Responsible	Resources Required	Time Frame	How will you measure success?
<p>Integrate the context of learning throughout core subjects explicitly in planning and delivery</p> <ul style="list-style-type: none"> ➤ Long-Term Plans (Terms 1-2) ➤ Create and utilize Curriculum Term Overview (ensure balance) ➤ Write up Integrated Learning Collaborative Planning Unit ➤ Ensure phases of learning meet needs of all ākonga ➤ Implement a scaffolded inquiry learning model, ensuring a balance of teacher-led and ākonga directed learning ➤ Embed the Navigator Curriculum to support ākonga through different phases of inquiry learning. 	Principal	Te Wa o te Waka Navigator Curriculum	All Year	<p>Learners</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased ākonga engagement and participation in integrated learning activities <input type="checkbox"/> Improved ākonga achievement outcomes based on assessment data <p>Teachers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflective and data-informed teaching strategies <input type="checkbox"/> Teacher Behaviours <input type="checkbox"/> Regular participation in professional learning opportunities related to curriculum/ inquiry learning <input type="checkbox"/> Effective use of ākonga achievement data to inform teaching practice <input type="checkbox"/> Active involvement in whānau and community engagement initiatives <input type="checkbox"/> Explicit planning and integration of inquiry <p>Evaluation and Review</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct mid-year and end of year interviews on progress towards goals

				<input type="checkbox"/> Use achievement data and self-reflections to measure success and inform future planning
<p>Our school vision of “Taking Responsibility, Achieving Excellence, Having Respect, In it Together” underpins our approach to attendance – every tamaiti striving to their potential.</p> <p>We will utilise our Stepped Attendance Response to monitor, support and improve attendance.</p>	<p>Principal Administrator Whānau Commissioner</p>	<p>Stepped Emergency Plan</p>	<p>All Year</p>	<input type="checkbox"/> Monthly reporting at Board Meetings <input type="checkbox"/> Term 1 – Looking for 20% increase (2children) from Worrying/Irregular Attendance to Regular/Good Attendance <input type="checkbox"/> Principal to create spaces to meet and build relationship with whanau to discuss and improve attendance

STRATEGIC GOAL 3

TE TUAKIRITANGA - Future of Learning and Work

Annual Target:

To provide strong governance and leadership upholding the Catholic Character of St Joseph's School Pātea, fostering excellence in education, and ensuring the holistic development and well-being of all as the school navigates a tumultuous year through the cancellation of the Integration Agreement and subsequent closure.

What do we expect to see by the end of the year?

The school closed with the mana and dignity of all intact. Staff, students and whānau in a positive state of well being

Actions	Who is Responsible	Resources Required	Time Frame	How will you measure success?
Commissioner appointed and supporting the school through ministry directives	Commissioner	Ministry directives, School Policy, Statutory Management Plan	2026 school year	<input type="checkbox"/> School Closed, mana of all intact.
Transition of students to new schools undertaken in a smooth seamless manner	Principal RTL Ministry Commissioner	New School personnel Change Manager appointed	2026 school year	<input type="checkbox"/> Smooth closure