

**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 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.

**Success Indicators for Goal 1:**

**Faith-Based Leadership:**

- Confident faith leader who engages with the community and parish creating opportunities for tamariki to encounter Christ within their cultural context.
- Active participation of ākongā, staff and whānau in faith-based activities.
- Communications and practices which intentionally connect the faith life of the school into the home
- Josephite Charism nourishes the faith leader becomes evident in the prayer life of the tamariki, in the local curriculum Te Wa o te Waka – We are Navigators, through the TAHI values.

Actions	Who is Responsible	Resources Required	Time Frame	Indicators of Progress <i>What will we see that has changed in the learner / Teacher / Teacher Behaviours?</i>
<ul style="list-style-type: none"> <li>• Continuing to enrich the prayer life of Ākongā intentionally using a variety of resources.</li> <li>• Principal being a visible witness in the parish community on Sunday.</li> <li>• Principal being part of ministry in the parish.</li> <li>• To create a working pastoral connection with the Parish Priest the Principal / DRS will arrange ongoing hui with Fr Vince to construct ways the children will feel more comfortable in the parish space.</li> <li>• A schedule of annual liturgical events celebrated at the school will be timetabled in the school calendar.</li> <li>• The Principal / DRS with Fr Vince will co-construct ways for tamariki to take a lead in these liturgies at school. Tamariki to</li> </ul>	Principal / DRS	To Tātou Whakapono – Whānau pages  Josephite Newsletter  PNCEO – Resources Website  Communication with Parish office & Fr Vince  NZCEO	All Year	Confident faith leader who engages with the community and parish creating opportunities for tamariki to encounter Christ within their cultural context. <ul style="list-style-type: none"> <li>• Attending Māori miha at Hōani Pāpita Normanby. (1<sup>st</sup> Sunday of every month)</li> <li>• Attend Hui Aranga 2025</li> </ul> Create a calendar with Masses at St Patrick’s Church (Pātea) & St Francis De Sales (Waverley)  Monthly RE lessons to be held in the church in the room upstairs for ākongā to become familiar with St Patrick’s church.  Active participation of ākongā, staff and whānau in faith-based activities. <b>Term 1:</b> <b>Lent:</b> <ul style="list-style-type: none"> <li>• Ash Wednesday 5<sup>th</sup> March</li> <li>• St Joseph’s Feast Day – Wednesday 19 March (Liturgy at school)</li> <li>• The Annunciation 25<sup>th</sup> March</li> </ul>

<p>make invitations, inviting whānau and parishioners to attend.</p> <ul style="list-style-type: none"> <li>• Work towards celebrating a school / whanau Mass on a Sunday – at least two in 2025</li> <li>• Principal / DRS begin preparing the children to actively engage in the Mass in an age and stage appropriate way, using a variety of media and resource e.g. reading prayers of the faithful, taking up gifts supported by their whānau. Staff or Proprietor’s Appointees take leadership in proclaiming the readings.</li> </ul>				<ul style="list-style-type: none"> <li>• Easter (Holy Week)</li> </ul> <p>Term 2:</p> <ul style="list-style-type: none"> <li>• Catholic Schools Day 28<sup>th</sup> May</li> <li>• The Ascension: Thursday 29<sup>th</sup></li> <li>• Suzanne Aubert – 19<sup>th</sup> June (Liturgy at school)</li> </ul> <p>Term 3:</p> <ul style="list-style-type: none"> <li>• Mary McKillop – Friday 8<sup>th</sup> August (Liturgy at school)</li> <li>• The Assumption: 15<sup>th</sup> August</li> </ul> <p>Term 4:</p> <ul style="list-style-type: none"> <li>• October is the month of Mary we will celebrate the Rosary together</li> <li>• All Souls: Sunday 2<sup>nd</sup> November</li> <li>• All Saints’ Day: 1<sup>st</sup> November</li> <li>• Te ara a Maria; Parihaka Celebrations 5<sup>th</sup> November</li> <li>• Advent,</li> <li>• Christmas.</li> </ul>
<ul style="list-style-type: none"> <li>• Principal / DRS to provide 2024 newsletters to PNCEO</li> <li>• PNCEO will suggest to Principal / DRS good examples of Catholic School newsletters</li> <li>• Principal / DRS to create own special character section of the St Joseph’s School Pātea newsletter</li> <li>• A Catholic Connection Section which includes: <ul style="list-style-type: none"> <li>○ Key messages about what the ākonga are learning.</li> <li>○ Charism corner</li> <li>○ Supporting video material</li> <li>○ Advertising events etc.</li> </ul> </li> </ul>	Principal Parish Rep	<p>To Tātou Whakapono – Whanau pages</p> <p>Josephite Newsletter</p> <p>PNCEO – Resources Website</p> <p>DRS Roopu - Whanganui</p>	Term 1 - 4	<p>Communications and practices which intentionally connect the faith life of the school into the home.</p> <ul style="list-style-type: none"> <li>• A timeline / events calendar created on HERO</li> <li>• Reminders and Alerts set up</li> </ul> <p>Evidence of reporting assessment data for Religious Education happens twice this year to the Board.</p> <ul style="list-style-type: none"> <li>• DRS Report Mid-Year</li> <li>• DRS Report End of Year</li> </ul> <p>Planning for RE curriculum content knowledge to be reported to whānau begins.</p>
<ul style="list-style-type: none"> <li>• DRS and Presiding Member attend Josephite Colloquium</li> <li>• DRS and Presiding Member on return to school present the learnings from the Colloquium to the school board</li> <li>• Decisions are made after this presentation regarding activities children will engage in to refresh TAHI by underpinning them with scripture and charism</li> </ul>	Principal / DRS Presiding Member	Josephite Colloquium	All year	<p>Attend the Josephite Colloquium to gain a deeper understanding about the Josephite Charism.</p> <ul style="list-style-type: none"> <li>• Josephite Charism nourishes the faith leader</li> <li>• Josephite Charism becomes part of prayer the prayer life of the Tamariki</li> <li>• Josephite Charism is integrated into opportunities for the Tamariki to encounter Christ.</li> <li>• Refresh TAHI values aligning Josephite values</li> </ul>

**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:** 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 whanau. To achieve this strategic goal we propose the following objectives and success indicators:

Incorporate the principles and teachings of Tō Tātou Whakapono – Our Faith into curriculum planning and delivery.  
 Embed all refreshed curriculum documents ensuring the Catholic worldview is woven throughout.  
 Embed Refresh assessment & reporting practices and attend to changes throughout the year in Structured Literacy and Structured Mathematics  
 Include Community Consultation & Iwi consultation in the development of the curriculum, aspirations, local stories, tikanga, waiata, pakiwaitara, pūrakau 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 Te Wa o te Waka – Our Navigator Curriculum

<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Required</b>	<b>Time Frame</b>	<b>Indicators of Progress</b> <i>What will we see that has changed in the learner / Teacher / Teacher Behaviours?</i>
Ensure Te Mātaiaho and Tō Tātou Whakapono through our Navigator Curriculum Te Wa o te Waka is embedded.	Principal  Support: PNDO Team Bex Langdon	Navigator Curriculum – Te Wa o te Waka NZC – Refreshed New Zealand Curriculum Te Mātaiaho Tō Tātou Whakapono Tū Rangatira (Māori Medium Educational Leadership) Ministry Bulletin NZ Principal's Federation	All Year	Our guiding document in 2025 will be our Navigator Curriculum – Te Wa o te Waka which is structured under <b>Understand, Know</b> and <b>Do</b> . To ensure that we deliver a balanced and effective Literacy, Maths programme we will: <ul style="list-style-type: none"> <li>• Teach explicit knowledge and skills using a structured approach to English learning (<b>Understand</b>)</li> <li>• Have a clear understanding of what we are teaching and in what order so that ākonga can build new knowledge on solid foundations (<b>Know</b>)</li> <li>• Use robust, up-to-date and relevant assessment information to guide our teaching and delivery inclusive of ākonga prior knowledge and cultural understanding</li> </ul>

		Principals Matters Principals FB page CPLG (Catholic Principal Learning Group)		<ul style="list-style-type: none"> <li>Incorporate the planned application of English and Mathematics and Statistics learning and skills through our integrated curriculum themes <b>(Do)</b></li> </ul>
Ensure all Curriculum documents with the Catholic worldview / Josephite Charism woven throughout.	Principal / DRS	Josephite Charism  Te Mātaiaho  Tō Tātou Whakapono  PNDO  DRS Roopu	Term 1 - 4	<p>Developing teaching and learning programs:</p> <ul style="list-style-type: none"> <li>Inquiry Learning Student</li> <li>Student Inquiry model for Staff and ākonga to work through as they participate in integrated learning.</li> <li>Unique to the goals and aspirations of our kura whānau</li> <li>The graduate profile will reflect the Gospel values.</li> <li>Ākonga are intellectually stimulated within an environment conducive to learning.</li> </ul>
Consistently Review and Refresh assessment & reporting practices throughout the year as the changes come up in Structured Literacy and Structured Mathematics & Statistics	Principal	Curriculum Documents Te Mātaiaho Tō Tātou Whakapono Tū Rangatira (Māori Medium Educational Leadership) Ministry Bulletin Principals FB Page CPLG: Catholic Principal Learning Group	Term 1 – 4	<p>Streamline assessment calendar for teachers, ākonga and whānau using HERO Evaluate data at the end of each term (Reading, Writing, Math &amp; RE) Realise our ākonga potential and success by ensuring learning is prioritised:</p> <ul style="list-style-type: none"> <li>Manage Timetable (1hr day Reading, Writing &amp; Math) Adapt for Junior school.</li> <li>Clear Classroom Expectations</li> <li>Best Practice</li> <li>Learning Intentions</li> <li>Modelling Books</li> <li>Accelerated learning</li> <li>Explicit instruction</li> <li>Independent Practice / Self Managing / Learning Menus</li> <li>1/1 Reading, Writing &amp; Math using Profiles – Deliberate Acts of Teaching (5x a week) while the roll is low</li> <li>R.E, Include pre / post-test of strand</li> </ul> <p><b>Formal Assessment:</b></p> <ul style="list-style-type: none"> <li>Standardised testing protocols in line with Ministry of Education requirements</li> <li>Twice Yearly</li> <li>Achievement is recorded against year levels and phases of learning (and/or curriculum level)</li> <li>Progress is analysed and categorised as expected or accelerated</li> </ul> <p><b>Informal Assessment:</b></p> <ul style="list-style-type: none"> <li>Formatively gathered</li> </ul>

				<ul style="list-style-type: none"> <li>○ Anecdotal notes</li> <li>○ Observations</li> <li>○ Conversations with learners</li> <li>○ Conversations with whānau</li> </ul> <p>Naturally occurring evidence – Aromatawai</p> <ul style="list-style-type: none"> <li>● Completion and achievement of tasks</li> <li>● Integration across other curriculum learning</li> </ul>
HERO SMS system used effectively	Principal Teacher Secretary	HERO Personnel Kāhui Ako Schools: Kakaramaea Tawhiti	Term 1 – 4	HERO SMS system <ul style="list-style-type: none"> <li>○ Professional development undertaken by Secretary and Principal visits to schools, Webinars</li> <li>○ Attendance tracked – Monitor attendance regularly using HERO to see patterns that need to be addressed</li> <li>○ Data collection &amp; Analysis</li> <li>○ Recording progress and achievement</li> <li>○ Monitor ākonga progression and track ākonga who are not making the expected progress for their age</li> <li>○ End of Year reports</li> <li>○ Reporting to whānau</li> </ul>
Set targets for Ākonga to strive to achieve in all curriculum areas – Reading, Writing and Maths	Principal PR / Teacher		Term 1 – 4	Target Ākonga (3) chosen who are achieving below expected curriculum levels and accelerate their progress
Community Consultation & Iwi consultation in the development of the curriculum, aspirations, local stories, tikanga, waiata, pakiwaitara, pūrākau that all ākonga must know: <ul style="list-style-type: none"> <li>● Give effect to Te Tiriti o Waitangi</li> <li>● Hold a broad view of ākonga success</li> <li>● Hold high expectations for all ākonga</li> </ul>	Principal School Board	MAC	Term 1 – 4	Community Consultation Term 1: Inquiry Learning What do our whanau want their tamariki to learn? What can we do better? Term 2: Health and PE

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

- ❖ Reduce barriers to education for all, including for Māori 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 all 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 the learner / Teacher / Teacher Behaviours?</i>
<p>We will strengthen experiences for our ākonga by utilisation of local resources (people, places and events) to strengthen experiences for ākonga.</p> <p>MAC – Māori Achievement Challenge</p>	<p>Principal</p>	<p>MAC                      Damon Ritai                      Ngāti Ruanui                      Ngāti Ruanui                      Whānau Ora                      Ngā Ruahine-rangi                      Ngā Rauru                      Kītahi - Te                      Kooiwiroa -                      Ngareta Patea                      Waioturi Marae:                      Tama Potaka                      Pariroa Marae:                      Mairini Kershaw                      Tō Tātou                      Whakapono                      Local Parish                      (Māori                      Community)                      HAL Healthy                      Active Learning</p>	<p>All Year</p>	<p>Actively acknowledging Māori parents, hapū, iwi and the Māori community as key stakeholder in our kura.</p> <p>The Navigator Curriculum / Te Wa o te Waka includes a lot of local tikanga, language and culture of Ngāti Ruanui, Ngā Ruahine-rangi &amp; Ngā Rauru Kītahi.</p> <p>Ensure that teaching and learning programmes are underpinned by mātauranga Māori values, knowledge and skills and Tō Tātou Whakapono. Build a strong culture of learning in our ākonga.</p> <ul style="list-style-type: none"> <li>• Tōku Tūrangawaewae - 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.</li> </ul> <p>Continue:</p> <ul style="list-style-type: none"> <li>• Healthy Active Learning</li> <li>• Sport Taranaki</li> <li>• Play Trailer (Whenuakura School, Kakaramea and St Joseph's Pātea.</li> <li>• Kids Can (Jackets, shoes and Fruit)</li> <li>• Providing lunches thru the MOE program: Ka Ora, Ka Ako</li> <li>• RTM - Resource Teacher - Te Reo Māori</li> <li>• School Māra (Garden)</li> <li>• St George's Community Garden</li> </ul>

## 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:

Improve relationships and teacher capability across the Kāhui Ako

#### Social and Emotional Learning:

Enhance wellbeing developing social and emotional skills so ākonga can successfully participate and contribute to the community.

#### Coherent Pathways:

Enrich learning opportunities by 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 the learner / Teacher / Teacher Behaviours?</i>
<b>Relationship Based Learning</b> To improve relationships and teacher capability across the Kāhui Ako.	Principal		Term 1 - 4	<b>Relationship Based Learning:</b> Increased collaboration between Kaiako across the Kāhui Ako, evidenced by shared planning, professional learning groups, and joint initiatives.  Growth in culturally responsive teaching practices, as measured by teacher self-assessments, observations, and ākonga feedback.  Positive shifts in ākonga-kaiako relationships, as indicated by ākonga voice surveys and engagement data.
<b>Social and Emotional Learning:</b> Enhance well-being by developing social and emotional skills so ākonga can successfully participate in learning and contribute to the community.			Term 1 - 4	<b>Social and Emotional Learning:</b> Increased ākonga participation in community engagement activities.  Growth in ākonga self-regulation, resilience, and social skills, evidence by Kaiako observations and ākonga reflections.  Greater whānau engagement in wellbeing initiatives, as seen through participation in workshops, surveys and school events.
<b>Coherent Pathways:</b> Enrich learning opportunities ensuring coherence and continuity of learning for ākonga.			Term 1 - 4	<b>Coherent Pathways:</b> Increased ākonga confidence in navigating their learning journey, reflected in learner voices surveys and interviews.

				<p>Strengthened collaboration between schools. (Pātea Area School, Whenuakura and Kakaramea)</p> <p>Highter retention and engagement as ākonga transition between learning stages.</p> <p>Greater alignment of teaching strategies, curriculum planning, and assessment practices across the Kahui Ako.</p>
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