



## **St Joseph's Catholic School Takapuna Annual Implementation Plan 2025**

### **The school gives effect to Te Tiriti o Waitangi by:**

Regulation 9(1)(g)

- working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
- taking all reasonable steps to make instruction available in te reo Māori and tikanga Māori; and
- achieving equitable outcomes for Māori students.

### **Participating in the MOE Maori Achievement Collaborative contract in order to develop staff knowledge and understanding of:**

- the importance of local history and practices;
- the need to improve the teaching of te reo Māori and tikanga Māori;
- meeting the Crown's duty to actively protect tino rangatiratanga rights; and
- making a significant contribution to achieving the Crown's Strategy for Māori Language Revitalisation 2018 – 2023 – Maihi Karauna.

## 2023 Annual Implementation Plan Targets and Outcomes

Regulation 9(1)(e)

### **Kaupapa Whakapono | Special Character**

**Strategic Goal 1** - The school encourages and facilitates the development of a personal relationship with Jesus Christ and the living of the Mercy Values

Regulation 9(1)(a)

#### **Annual Target/Goal**

Regulation 9(1)(a)

- An environment that reflects our St Joseph's kaupapa (what we stand for), our Catholic practices and supports all in the school community to live our Catholic faith
- The enhancement of our special Catholic character through the implementation and integration of the new NZ Catholic RE programme

#### **Intended Actions**

Regulation 9(1)(a)

- Bed down how the new RE curriculum will be reflected in our Local Curriculum
- Year 5/6 kaiako/teachers attend Auckland Diocese Introduction of new NZ RE Curriculum Programme
- Strengthen our mahi around incorporating te Reo Maori and Tikanga Maori within our Catholic practices
- Look to provide opportunities for the parent community to ako/learn about the new NZ Catholic RE Programme
- Board training around the new NZ Catholic RE programme

#### **Measurement of Success**

Regulation 9(1)(d)

- Our Local Curriculum includes a clear RE overview/plan that reflects the NZ RE Curriculum Programme
- Year 5/6 teachers have attended the new NZ RE Curriculum Programme professional development workshops provided by the Auckland Diocese Catholic Education Services
- Te Reo Māori and Tikanga have a more significant place in the way in which we reflect our Catholic practices
- Parents have been offered the opportunity to learn about the new NZ RE Curriculum Programme
- The Board have been introduced to the new NZ RE Curriculum Programme

#### **Responsibility**

Principal, DRS, Tui, Manukura, Teachers

#### **Resources**

MAC, CDA CES, NZ RE Curriculum

## Ako | Teaching and Learning

### Strategic Goal 2 - Students are thriving, successful, life-long learners, who strive for personal excellence

Regulation 9(1)(a)

#### Annual Target/Goal

Regulation 9(1)(a)

- The new English and Mathematics and Statistics Curriculum are implemented
- The capabilities of our teachers are developed in line with the new English and Mathematics and Statistics Curriculum
- An assessment and reporting programme is developed that is in line with the new Government assessment requirements
- The NZ Histories Curriculum is reflected in our Local Curriculum
- Staff continue to develop their knowledge, skills and confidence in te reo Māori and tikanga Māori
- Te Ao Māori within our Local Curriculum is strengthened through its delivery

#### Intended Actions

Regulation 9(1)(a)

- Kaiako/Teachers, implement the teaching and learning practices in accordance with the Government's new English and, Maths and Statistics Curriculum
- Teachers participate in MOE funded professional development programmes for the new English and English and, Maths and Statistics Curriculum
- Teachers participate in professional development programmes that give them the skills and knowledge for the new Government assessment requirements
- The NZ Histories Curriculum is reviewed, reflected and developed in our Local Curriculum
- Development opportunities are provided for staff to build their teaching capability, knowledge and skills in te reo Māori and tikanga Māori
- Teachers intentionally plan and teach Te Ao Māori from our Local Curriculum in order to understand how it can be further developed

#### Measurement of Success

Regulation 9(1)(d)

- Kaiako/Teachers, have implemented the teaching and learning practices in accordance with the Government's new English and, Maths and Statistics Curriculum
- Teachers have participated in MOE funded professional development programmes for the new English and English and, Maths and Statistics Curriculum
- Teachers have participated in professional development programmes that give them the skills and knowledge for the new Government assessment requirements
- The NZ Histories Curriculum has been reviewed, reflected on and developed in our Local Curriculum
- Staff to built their teaching capability, knowledge and skills in Te Ao Māori
- Te Ao Māori in our Local Curriculum has been further developed

#### Responsibility

Principal, Tui, Manukura, Teachers

#### Resources

MAC, PD providers, Te Mātaiaho

**Hauora | Wellbeing**

**Strategic Goal 3 - A community that is safe, joyful, responsive and future-focused**

Regulation 9(1)(a)

**Annual Target/Goal**

Regulation 9(1)(a)

- Build the wellbeing capability of all our learners based on the principles of Te Whare Tapa Whā (physical, spiritual, family/social, mental, identity)
- Demonstrate a commitment to ongoing improvement
- Encourage and celebrate success for all, both progress and achievement

**Intended Actions**

Regulation 9(1)(a)

- Kaiako/teachers build their understanding of learners’/ākonga contexts, including languages spoken at home, histories, stories and cultural values, to provide culturally responsive teaching
- A plan is developed that reflects opportunities for children and their families to participate in activities that support the community being a safe, joyful, responsive and future focused
- Continue to develop opportunities to celebrate success, both progress and achievement

**Measurement of Success**

Regulation 9(1)(d)

- Kaiako/teachers are confident in their understanding of learners’/ākonga contexts
- Opportunities that have actioned that encourage ongoing improvement are recorded
- Students can identify success in their progress and achievement, along with ways in which they have been celebrated

**Responsibility**

Principal, DRS, Tui, Manukura, Teachers

**Resources**

MAC, CDA CES, Te Whare Tapa Whā, Te Mātaiaho

**Whakawhānaungātanga | Community**

**Strategic Goal 4 - A community that works together based on our Mercy values and the principles and practices of mahitahi (working together)**

Regulation 9(1)(a)

**Annual Target/Goal**

Regulation 9(1)(a)

- Strengthen our learning partnerships
- Continue to build our community connections
- Value and celebrate the diversity in our community
- Actively support the vulnerable in our community

**Intended Actions**

Regulation 9(1)(a)

- Work with whanau to identify and understand barriers that may prevent ākonga/students from fully participating in the programme of learning
- Develop the opportunities for whanau to be involved in their child’s school life, that will see the partnership supporting student learning
- Look at what is currently working well and possible new ideas to further develop a positive kura whanau ako/learning partnership
- Strengthen the links between school and whanau through school whanau events
- In developing Our Local Curriculum look at how we can further connect with our community to support our programme of learning
- Develop opportunities within the school programme of ako/learning that acknowledges, educates and celebrates our diverse community
- Rapu Kainga/Home Groups identify causes which they can support including the vulnerable of our community.
- PTA continues to develop the Tiaki Fund which is used to support families in need

**Measurement of Success**

Regulation 9(1)(d)

- Ways in which learning partnerships have been identified can be discussed
- Community Connections have been built and support the students and staff with the teaching and learning programmes
- The Principal can identify how the vulnerable in our community have been supported

<b>Responsibility</b>	Principal, DRS, Tui, Manukura, Teachers, PTA	<b>Resources</b>	Te Mātaiaho
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