

2025 School Strategic Plan

for



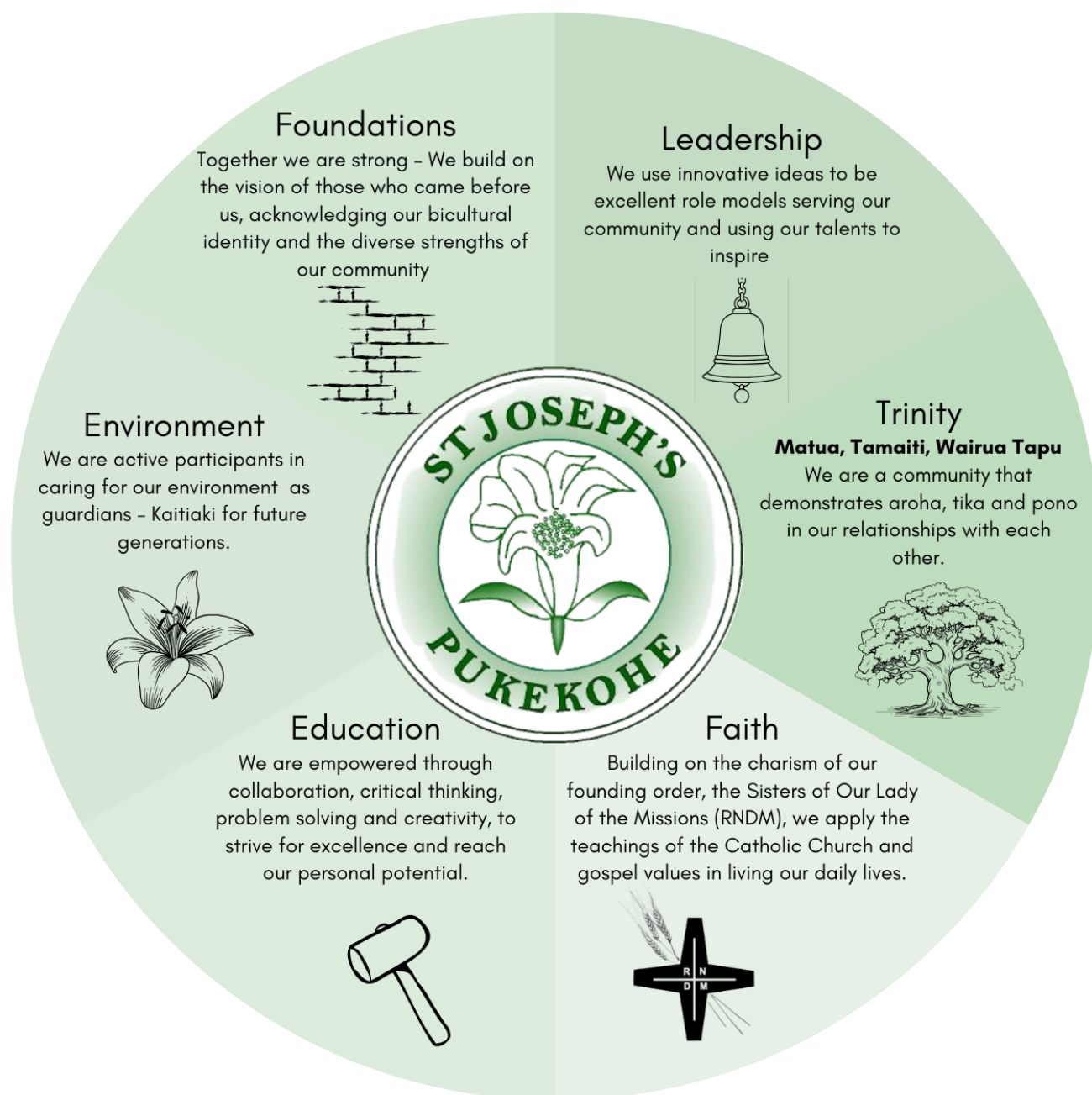
St Joseph's Catholic School Pukekohe 1497

2025 - 2027

Principal's endorsement: U M Hall
School Board endorsement: Adopted at School Board Meeting: 27 February 2025
Submission Date to Ministry of Education: By 1 March 2025

Excellent Education Befitting our Catholic Character

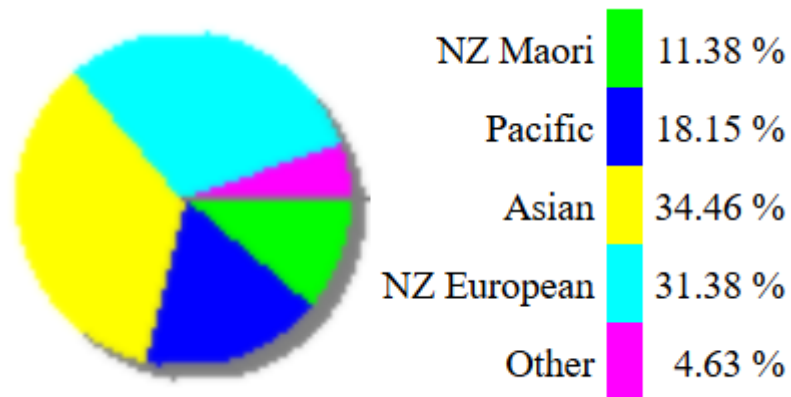
To be in right relationship with God,
with ourselves and others and with creation



To Love - Ka Aroha
To Learn - Ka Ako
To Lead - Ka Ārahi

To God our best and greatest

SPECIAL CHARACTER STATUS	<p>As defined in our Integration agreement, St Joseph's Catholic School Pukekohe "is a Roman Catholic School in which the whole school community, through the general school programme and its religious instruction and observances, exercises the right to live and teach the values of Jesus Christ. These values are expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the diocese."</p>
MĀORI DIMENSIONS AND CULTURAL DIVERSITY 2024-2026 Māori Education Plan Appendix 1 2024-2026 Pasifika Education Plan Appendix 2	<p>St Joseph's Catholic School Pukekohe will give effect to Te Tiriti i Waitangi by ensuring Tikanga Māori (Māori culture and protocol) is incorporated into the school's curriculum following <i>Ka Hikitia</i> guidelines by:</p> <ul style="list-style-type: none"> • Using karanga, powhiri and whakatau to welcome new students, staff and dignitaries on appropriate occasions. • Providing staff with guidelines for implementing a classroom programme that develops basic Te Reo and Tikanga Māori, remembering that knowledge of the basics of Te Reo and Tikanga is essential to understanding our New Zealand identity. • Providing opportunities for staff professional development in both Te Reo and Tikanga Māori. • Teaching the National Catholic Religious Education curriculum throughout the school. This programme has a strong bicultural focus. • Sustain the Māori Education Plan in consultation with the community. • Continuing to hold regular whānau huis - usually one per term (T1-T3). • Involve our local Māori community in consultation for local history and tikanga <p>St Joseph's Catholic School Pukekohe will ensure the Turu (competencies) of Tapasā and The Action Plan for Pacific Education 2020-2030 are incorporated into the school's curriculum by:</p> <ul style="list-style-type: none"> • Teaching as inquiry, teachers are encouraged to inquire into the background of all students and be culturally responsive in delivering the curriculum and building relationships with students and fanau. • All stakeholders will be familiar with the school's Pasifika Education Plan and work to achieve its goals • We aim to include a multicultural dimension to our school by celebrating the cultures of our Pacific Island students, and whenever possible including a Pasifika focus in our curriculum delivery. • As we acknowledge the importance of parental and community engagement in students' education, Pasifika fono meetings are held regularly for our Pasifika parents - usually one per term (T1-T3). <p>As we continue to grow in diversity, we must ensure that all children have equitable access to educational opportunities regardless of their socioeconomic status or culturally diverse backgrounds (EQI = 431).</p>
ETHNICITIES 2025 (graphics)	<p>Based on first ethnicities from SMS: eTAP 7 February 2025</p> <p>We have approximately 325 children starting the year with 11.38% Maori, 31.38% NZ European and other European descent, 18.15% Pasifika (8.6% Tongan, 5.5% Samoan, 1.8% Kiribati, 1.8% Fijian), 34.46% Asian (16.9% Filipino, 12.9% Indian) and 4.63% Other</p>



**CURRICULUM
DELIVERY,
TEACHING
PRACTICE AND
STUDENT
ENGAGEMENT**

Our curriculum design takes into account how to best develop learning opportunities that address the needs, interests, and circumstances of our students and community. To do this we strive to embed learner agency and promote child-centred learning. We aim to develop best practice that empowers children and encourages creativity, curiosity and problem-solving. Teachers will follow our school pedagogy and practice model.

Appendix 3

When following our St Joseph's Pedagogy and Practice Model we are mindful of the:

- Inclusive nature of the special Catholic education we provide
- Requirements of the **NZ National Curriculum refresh - Te Mataiaho**
- Expectations of our local community/stakeholders
- The principles of the Science of Learning
- Priorities for student learning and achievement; particularly Reading, Writing and Mathematics
- Priorities for student attendance
- The importance of including our Local Curriculum and exploring our connections nationally and globally
- Interests and talents of our students and the need for them to be involved in developing their learning pathway
- Use of assessment for learning practices to support the students' learning process
- Need for students to experience a knowledge rich and balanced education

SCHOOL ORGANISATION	<ul style="list-style-type: none"> - At St Joseph's School, all students, teachers, support staff, parents and external stakeholders are valued as involved members of our Catholic school community. Relationships are built on being Christ to others, and a positive, caring, Christian environment prevails. This right relationship is seen as having the greatest impact on student learning within the classroom, on the playground, and in our wider community. - Students are encouraged to be agentic learners and involved in setting their learning goals as part of their learning pathways. Using specific exemplars and learning progressions, our students are encouraged to reflect on their learning and strive for excellence. Teaching/learning programmes are based on best practices which include: data-informed planning, explicit instruction, feed-up, feedback and feed-forward, and time to consolidate their learning. - The school is organised into three teaching teams (based on the refreshed curriculum phases). Within Phase 1, there are four classrooms for our youngest Year 0-1 students (Aroha) and four spaces/ILE for Years 2-3 (Ako). Phase 2 (Ārahi) are spread over two buildings. There are two Year 4 classes in our Admin Block, and two Year 5 classes downstairs and two Year 6 classes upstairs in our Euphrasie Block. Each teaching team is led by a lead teacher who is part of the school leadership team. The Deputy Principal, Assistant Principal/SENCo, along with the Principal are also part of the leadership team. The Director of Religious Education/DRS (a shared position in 2025) support the Principal to maintain and promote our special Catholic Character,
REVIEW OF CHARTER - CONSULTATION	<ul style="list-style-type: none"> - The review of the charter is undertaken by the School Board following the Board elections held every three years. The consultation process involves seeking input from community stakeholders. - A consultation with parents took place in Term 4 2023 in preparation for our decapitation from full-primary and ongoing Year 0-6 primary school in 2024 and beyond. - St Joseph's Catholic School uses <u>SchoolDocs</u> Policies and Procedures adapted to our school's needs. These are reviewed following SchoolDocs 3-Year Review Schedule. https://stjosephspukekohe.schooldocs.co.nz

[Appendix 1 - Māori Education Plan](#)

Appendix 2 - [Pasifika Education Plan](#)

Appendix 3 - [St Joseph's Pedagogy and Practice Model](#)

BASELINE DATA
NZ Curriculum Comparative Data 2019 - 2024

*This 2024 data is based on our Y1-6 Roll at the end of 2024. **This group does not include Year 0 (34 students), only end-of-complete year groups.***

2024	Reading																	
Students	Within and Beyond						Working Towards						2+ Yrs Below					
%	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)
All Students	84.4	82.2	71.1	75.96	76.13	77.3	16.5	15.6	21.2	18.9	17.63	15.23	3.5	2.2	7.7	5.2	6.25	7.45
End of Year 1	67.5	50	54.8	50.0	50	58	35	50	45.2	50	50	42	NA	NA	NA	NA	NA	NA
End of Year 2	76.2	78	62.9	88.2	62	79	16.7	22	11.4	11.8	22	21	7.3	0	25.7	0	16	0
End of Year 3	92.3	81.4	76.3	76.5	95	89	6.5	11.6	7.9	11.8	5	0	2.5	7	15.8	11.8	0	11
End of Year 4	93.6	94.5	73.2	75.7	81	84	3.8	5.5	21.9	16.2	10	11	3.2	0	4.9	8.1	9	4
End of Year 5	87.2	90.3	82.6	78.1	69	79	8	6.5	17.7	17.1	24	6	2	3	0	4.9	7	15*
End of Year 6	88.3	89	78.9	85.0	86	74	7.8	11	14	7.5	7	11	3.9	0	7	7.5	7	15

2024	Writing																	
Students	Within and Beyond						Working Towards						2+ Yrs Below					
Percentages	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)
All Students	72.8	75.6	57.1	63.6	69.5	72.14	22.9	19.8	34.5	25.7	22.38	22.38	5.8	4.8	8.4	10.7	8.13	5.49
End of Yr1	67.5	67.6	64.5	81.3	72	77.2	32.5	32.4	35.5	18.8	28	22.81	NA	NA	NA	NA	NA	NA
End of Yr2	69	75.6	54.3	80.0	68	87.2	28.6	21.9	42.9	20	24	12.82	2.4	2.4	2.9	0	8	0
End of Yr3	74.4	73	44.7	55.9	69	63.6	20.5	26	47.4	32.5	31	31.82	5*	0	7.9	11.8	0	4.5
End of Yr 4	82.3	73	58.4	54.1	76	71.1	11.3	19	26.8	27	5	24.4	6.5	8.1	14.6	18.9	19	4.4
End of Yr 5	70.2	71	70.6	61	50	70.8	25.5	21	17.6	14.6	37	16.7	6.4	8	11.8	24.4	13	12.5
End of Yr 6	80.4	80	54.4	62.5	72	62.9	15.7	13.3	29.8	27.5	19	25.7	3.9	6.7	15.8	10	9	11.4

2024	Maths																	
Students	Within and Beyond						Working Towards						2+ Yrs Below					
Percentages	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2019 (353)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)
All Students	80.5	74	60.4	59.1	72.67	78.5	15.6	20.7	27	29.0	18.7	14.9	3.9	5.32	12.8	11.9	8.7	6.54
End of Yr1	85	82.4	87.1	87.5	78	96.5	15	17.6	12.9	12.5	22	3.5	NA	NA	NA	NA	NA	NA
End of Yr2	76.2	62.3	51.4	73.5	68	69.2	23.8	32	45.8	26.5	30	28.2	0	0	2.9	0	2	2.6
End of Yr3	84.2	69.8	39.5	79.4	82	81.8	13.2	27.9	39.5	8.8	16	9.1	2.6	2.32	21.1	11.8	2	9.1
End of Yr 4	87	73	65.9	62.2	76	80.0	6.5	19	29.3	29.7	10	15.6	6.5	8.1	4.9	8.1	14	4.4
End of Yr 5	68.1	62.9	67.7	51.2	60	75.0	23.4	20	20.6	39.0	23	10.4	8.5	16	11.8	9.8	17	14.6
End of Yr 6	80.4	82.2	61.4	72.5	76	68.6	11.8	15.5	15.8	17.5	19	22.9	7.8	2.2	22.8	10.0	5	8.6

NZ Curriculum 2019-2024 Comparative Maori Data (% Students achieving Within and Beyond)

Maori Reading							Maori Writing						Maori Maths					
Yr	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024
All	80% (50)	78% (50)	61.3% (44)	44% (28)	55% (33)	62% (19)	60% (50)	68% (50)	43.2% (44)	48% (28)	53% (33)	53% (19)	74% (50)	58% (50)	45.5% (44)	37% (28)	58% (33)	74% (19)
1	66.7% (6)	0% (3)	0% (0)	33.3% (3)	0% (0/1)	20% (1/5)	50% (6)	25% (4)	0% (0)	66.7% (3)	100% (1/1)	40% (2/5)	83.4% (6)	25% (4)	0% (0)	100% (3)	100% (1/1)	100% (5/5)
2	75% (12)	80% (5)	20% (5)	0	40% 2/5	100% (1/1)	75% (12)	100% (5)	20% (5)	0	67% 4/6	100% (1/1)	91.7% (12)	60% (5)	20% (5)	0	50% 3/6	100% (1/1)
3	100% (2)	69.2% (13)	100% (4)	33.3% (3)	100% 1/1	100% (5/5)	100% (2)	61.5% 13	75% (4)	33.3% (3)	0% 0/1	60% (3/5)	100% (2)	84.6% (13)	50% (4)	66% (3)	0% 0/1	60% (3/5)
4	85.8% (7)	100% (2)	76.9% (13)	100% (3)	50% 2/4	50% (1/2)	71.4% (7)	50% (2)	53.9% (13)	33.3% (3)	50% 2/4	50% (1/2)	85.7% (7)	50% (2)	76.9% (13)	33.3% (3)	75% 3/4	50% (1/2)
5	100% (6)	75% (8)	66.7% (3)	66.7% (6)	80% 4/5	33% (1/3)	33% (6)	50% (8)	0% (3)	66.7% (6)	40% 2/5	33% (1/3)	50% (6)	50% (8)	33.3% (3)	33% (6)	60% 3/5	67% (2/3)
6	85.7% (7)	100% (6)	75% (8)	0% (2)	82% 9/11	67% (2/3)	71.4% (7)	100% (6)	50% (8)	0% (2)	82% 9/11	33% (1/3)	57.2% (7)	50% (6)	37.5% (8)	0% (2)	73% 8/11	67% (2/3)

NZ Curriculum 2019-2024 Comparative Pasifika Data (% Students achieving Within and Beyond)

Pasifika Reading							Pasifika Writing						Pasifika Maths					
Yr	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024	2019	2020	2021	2022	2023	2024
All	65.5% (84)	57.6% (78)	49.4% (77)	54% (71)	51.8% (78)	45.8% (65)	54.7% (84)	51.9% (79)	31.2% (77)	34% (71)	38% (78)	44% (65)	62% (84)	52% (79)	31% (77)	38% (71)	48% (78)	48.9% (65)
1	50% (14)	14.3% (7)	11.1% (9)	33.3% (6)	25% (8)	21% (3/14)	57.2% (14)	28.6% (7)	22.2% (9)	33.3% (6)	25% (8)	50% (7/14)	85.7% (14)	57.1% (7)	55.6% (9)	66.7% (6)	38% (8)	86% (12/14)
2	44.4% (9)	66.7% (15)	37.5% (8)	66.7% (9)	50% 3/6	44% (4/9)	33.3% (9)	60% (15)	25% (8)	44.4% (9)	33% 2/6	67% (6/9)	55.6% (9)	60% (15)	12.5% (8)	44.4% (9)	50% 3/6	33% (3/9)
3	88.8% (9)	44.4% (9)	61.5% (13)	16.7% (6)	83% 10/12	50% (4/8)	66.7% (9)	55.6% (9)	7.7% (13)	16.7% (6)	42% 5/12	38% (3/8)	66.7% (9)	33.3% (9)	0% (13)	33.3 (6)	67% 8/12	50% (4/8)
4	93.8% (16)	71.5% (7)	40% (10)	53.3% (15)	44% 4/9	73% (8/11)	75% (16)	28.6% (7)	30% (10)	26.7% (15)	33% 3/9	45% (5/11)	81.3% (16)	42.9% (7)	40% (10)	40% (15)	33% 3/9	55% (6/11)
5	55.5% (9)	68.8% (16)	57.1% (7)	54.5% (11)	38% 4/14	36% (4/11)	44.4% (9)	53% (16)	57.1% (7)	36.4 (11)	36% 5/14	27% (3/11)	44.4% (9)	58.9% (16)	28.6% (7)	18.2% (11)	29% 4/14	36% (4/11)
6	62.5% (8)	62.5% (8)	57.2% (14)	60% (10)	62.5% 5/8	50% (6/12)	72.5% (8)	62.5% (8)	42.9% (14)	30% (10)	56% 5/9	33% (4/12)	50% (8)	32.5% (8)	50% (14)	30% (10)	56% 5/9	33% (4/12)

2025 ACHIEVEMENT TARGETS

PRIORITY LEARNERS

Māori Goal

- 20% Y1 Māori students (1/5) were achieving at their expected **Reading** level 2024. We aim to increase our Māori achievement in Y2 by 3. (80%)
- 50% Y4-6 Māori students (4/8) were achieving at their expected **Writing** level 2024. We aim to increase our Māori achievement in Y5-6 by 2. (75%)

Pasifika Goal

- 21% Y1 Pasifika students (3/14) were achieving at their expected **Reading** level 2024. We aim to increase our Pasifika achievement in Y2 by 8 to 79%.
- 50% Y1 Pasifika students (7/14) were achieving at their expected **Writing** level 2024. We aim to increase our Pasifika achievement in Y2 by 4 to 79%.
- We aim to lift Y4 to Y6 Pasifika overall progress in **Reading, Writing and Mathematics** by more than one year.

Overall all Pasifika students to make at least one years progress in all curriculum areas

2025 GOALS

Year 2 Reading - EOY2024 58% Y1 achieving within or beyond; 2025 80% Y2 achieving within or beyond

Year 4 Writing - EOY2024 64% Y3 achieving within or beyond; 2025 80% Y4 achieving within or beyond

Year 3 Maths - EOY2024 69% Y2 achieving within or beyond; 2025 80% Y3 achieving within or beyond

To Note:

- 60 new students started on Day 1 2025. With a further 16 students starting in Term 1. The 2025 data will be affected by the new students; however the tracking of students from 2024 achievement data will remain a priority.
- Teachers are using new teaching and learning programmes to support the implementation of the new curriculum.

South Auckland Catholic Schools Kahui Ako 2025 - 2027

Realising our Collective Vision

Pursuing excellence and equity for all learners in South Auckland Catholic Schools.

Hauora - Connecting and Community	Capability - Quality Teaching and Learning	Agency - Empowering Ākonga
Strategic Goal 1 Hauora: We aim to lift hauora in all staff, learners and whanau, so that they feel valued and are positively engaged in learning, through a collective purpose.	Strategic Goal 2 Capability: We aim to increase impactful teaching practice, based on effective learning strategies and positive relational interactions.	Strategic Goal 3 Agency: We aim to empower akonga to influence their learning through co-constructing learning pathways that are clear and purposeful.
1 Corinthians 12: 12, 14 One Body with Many Members <i>Many New Zealand schools have faced attendance challenges since 2020 due to Covid-19, and the Kahui Ako are no exception. We aim to address this by fostering opportunities for students, teachers, and leaders within the Kahui Ako community to develop connections and relationships that promote engagement, belonging, and commitment to the shared goals of our faith-based education.</i>	Romans 12:7 If it is serving then serve; if it is teaching then teach. <i>Teaching to the North-East, a model in the Kahui Ako, emphasises culturally responsible and relational pedagogies, enhancing teacher capability and student achievement. This approach focuses on equity, inclusion, and strong relationships, empowering ākonga to take ownership of their learning and community contributions. We aim to cultivate whānau-like culture with high expectations, creating an inclusive, supportive environment that promotes responsibility and collective success. We enhance teacher capability through relational, responsive, and inclusive practices, directly influencing positive outcomes and academic and personal growth. We aim to improve teaching quality impacting ākonga and develop self-regulated, responsible learners who embody Catholic values. Ākonga will become compassionate, socially responsible individuals aware of their actions' impact, integrating faith with learning as confident leaders.</i>	

St Joseph's Catholic School, Pukekohe

Cultural Focus: KAITIAKITANGA - Stewardship

Hospitality - Prayer - Formation - Service

Ka pū te ruha, ka hao te rangatahi.

As an old net withers, another is remade.

"It is always the one who sows who gathers the harvest in its entirety." Euphrasie Barbier 1863

Strategic
Goals

Core Strategies for Achieving Goals 2024 - 2026

Goal 1 Hauora <i>NELP 1, 3, 6</i>	<p>We aim to prioritise hauora in all staff, learners and whanau, so that they are safe, feel valued and are positively engaged in learning, through a collective purpose.</p> <p>Continued collaborative and culturally responsive teaching and learning approaches that nurture and support hauora and agency (ERO)</p>	<ul style="list-style-type: none"> • To facilitate a genuine and ongoing encounter with Christ. 2024-2026 • To adhere to the principles of Te Tiriti o Waitangi - partnership and active protection - in the delivery of the RE curriculum and through school events and daily life. • Transition to school - from school 2024 • Re-design student leadership opportunities 2024 • Ensure effective communication with parents 2024-2026 • Attendance: that 80% of children attend school 90% of the time 2025 • Create a school environment where all learners, whānau, and staff work collectively to ensure student success through relationships that foster engagement, belonging, and commitment to shared goals. 2025-2027
Goal 2 Capability <i>NELP 2, 4, 5, 6</i>	<p>We aim to increase impactful teaching practice, based on effective learning strategies and positive relational interactions.</p> <p>Strengthening teachers' use of appropriate assessment that informs individual learning requirements and supports learner agency (ERO)</p>	<p>To raise student achievement through enhanced teacher practice through:</p> <ul style="list-style-type: none"> • Increasing teacher capability in delivering the refreshed NZ Curriculum Learning Areas; as released. <ul style="list-style-type: none"> ○ Mathematics and English 2024 2024 - 2026 • Implementing the new RE Curriculum as it comes out in stages. Y0-2 2023, Y2-4 2024, Y5-6 2025 • Strengthen individual teacher knowledge in delivering Te Tatou Whakapono: Our Faith (RE Curriculum) (2025) • Revisit and embed Assessment for Learning practices 2024 - 2026 • Deliberate acts of teaching. 2024 - 2026 <ul style="list-style-type: none"> ○ Building learning-focused relationships ○ Clarity of learning goals ○ Active reflections ○ Promoting further learning ○ Being assessment literate • Promote evidence-based pedagogical approaches 2024 - 2026 <ul style="list-style-type: none"> ○ Using Ka Hikitia to support Maori learners (MEP) ○ Using Tapasā to support Pasifika learners (PEP) ○ Structured approach to literacy ○ An inquiry approach to mathematics that is supported by a knowledge-rich curriculum
Goal 3 Agency <i>NELP 2, 3, 4, 5, 6</i>	<p>We aim, through clear and purposeful co-constructed pathways, to empower agentic and accountable ākonga in their learning.</p> <p>Further develop curriculum design that builds on best practices in learner agency, and is implemented effectively across the school (ERO)</p>	<ul style="list-style-type: none"> • Develop and co-construct a shared understanding of what agentic learning looks like, sounds like and feels like at St Joseph's School. 2024 • Provide agentic opportunities within the Religious Education programme that encourage children to explore and develop their knowledge of the Catholic faith. (2025) • Provide support for staff as they develop their knowledge and use of systems and processes that promote agentic teaching and learning practices. • Focus on teacher actions around the effective use of feedback and providing co-agentic learning opportunities. • We aim, through clear and purposeful co-constructed pathways, to empower agentic and accountable ākonga in their learning. (2025)

[Appendix 4 - 2025 Annual Plan](#)