

2026 Annual Plan - St Joseph's Catholic School

This plan will be updated every three months for the SCHOOL BOARD and submitted to the MOE on completion.

All - Black, Arahi - Blue Ako - Green, Aroha - Red

Strategic Goal 1: Hauora					
<ul style="list-style-type: none"> <u>Annual Goal</u>: Attendance: that 75% of children attend school 90% of the time (MOE Priority 2026) 					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> Promote the importance of regular attendance by all students Educate whānau on the importance of attendance Understand student absence and how to support the whānau Teachers, office staff, SLT and whaanau understand their role in following the Attendance Management Plan (AMP) and STEP Procedures Continue to use eTAP as the main form of communication with whaanau Regularly communicate with whaanau, promoting positive behaviour and learning Provide opportunities for parents and whaanau to be actively involved in student learning Develop sustainable school-wide systems to provide purposeful play and active recreation opportunities 				
Outcomes	Feb - May 2026 <ul style="list-style-type: none"> Developed and published the school's Attendance Management Plan and STEP Procedures Went over AMP and STEP with Board, Leadership Team, Teachers and office staff Met with Franklin Attendance Services Feb 2026 SLT attended PLD on attendance sessions online Hosting whaanau events, encouraging parents to support their children's engagement in school 				
Professional Development	<ul style="list-style-type: none"> SLT attended MOE attendance webinars SLT & office staff attended eTAP webinars Access to eTAP attendance modules/PLD 				
Resourcing	<ul style="list-style-type: none"> eTAP student management system Manning Breakfast Club - voluntary/paid Pastoral fund: lunches, uniforms, stationery. Stepped Attendance Response (STAR) and supporting resources to guide attendance practice. 				
Key Highlights during this period:	<ul style="list-style-type: none"> School progress reports include individual attendance graphics to highlight to parents their child's attendance. Good uptake with parent communication app '@school' app. Parents can view their child's attendance record Parent/Child/Teacher Goal Setting Conferences end of Term 1: 				

Key Issues needing to be addressed:	<ul style="list-style-type: none"> - Attendance codes that affect our regular attendance data <ul style="list-style-type: none"> - Student holidays during term time - MOE-approved graduated transition to school plan(ORRS) - Off-site tutoring - Students with ongoing medical concerns affecting attendance
Key Risks:	<ul style="list-style-type: none"> - Unjustified absences, including overseas holidays
Code: A = Achieved - Completed O = On Track S = Scoping to be done - slow progress I = Issues with resourcing/concern	

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Strategic Goal 2: Capability <u>Annual Goal 1:</u> Develop consistent, high-quality teacher practice in planning, assessment, and teaching aligned to the English and Mathematics curricula to improve student learning outcomes, and implement clear progress reports to parents					
Action/Workstream		Completion Date	May	August	Nov
Key Actions/Workstream	<p><u>Leadership</u> Supporting our school leaders' capability to lead effective change</p> <p><u>Planning & Teaching</u> Continue to review and refine our whole-school approach to planning and curriculum delivery</p> <ul style="list-style-type: none"> ● Deliberately focus on our Maaori and Pasifika students to lift outcomes for all of our students by using culturally responsive teaching practices <ul style="list-style-type: none"> ○ Consistent monitoring of all target students ○ Provide engaging and relevant learning opportunities ● Ensure consistency and quality of pedagogy across all classrooms by: <ul style="list-style-type: none"> ○ Develop yearly overviews for year groups to follow ○ Developing school-wide planning templates (unit plans and weekly plans) that reflect the requirements of the curriculum ○ Teachers use the "St Joseph's Pedagogy & Practice Model" when planning and delivering lessons ● Improve our PGC model to show impact on student achievement through planning & teaching <ul style="list-style-type: none"> ○ Become familiar with the new teaching standards and use this criteria in our PGCs 				

	<ul style="list-style-type: none"> ○ Participate in SPRINTS as part of the PGC <p><u>Assessment</u></p> <ul style="list-style-type: none"> ● Understand and implement the SMART tool Y3-6 (Term 2 onwards) <ul style="list-style-type: none"> ○ Teachers to understand how to administer the assessment ○ Teachers to understand how to interpret and use the data ● Complete 20 & 40 week Phonics Checks Y1-2 using the online platform introduced in 2026 ● SLT to work with JA in MOE Assessment PLD (T1 & T2) ● Teachers familiar with the administration and interpretation of other assessment tools <ul style="list-style-type: none"> ○ PAT Y3-6 ○ PM Benchmarks Y2-6 ○ Connected Texts Y1-3 <p><u>Achievement</u></p> <ul style="list-style-type: none"> ● Phase 2 Writing <ul style="list-style-type: none"> ○ Use Writer's Toolbox as the vehicle to improve writing outcomes in Phase 2 to 80% of students achieving at the expected curriculum level at the end of the year. ● Phase 1 Maths <ul style="list-style-type: none"> ○ Support teacher knowledge <ul style="list-style-type: none"> ■ Review & refine current maths programmes ○ Investigate Maths assessments for Y1-2 <ul style="list-style-type: none"> ■ When available, introduce the MOE EoY2 benchmark assessment <p><u>Reporting</u></p> <ul style="list-style-type: none"> ● Develop and implement written reports to parents in line with MOE expectations ● Inform parents about new reporting criteria and how to interpret it 				
<p>Outcomes</p>	<p>Feb - May</p> <ul style="list-style-type: none"> - Term 1 Goal Setting Conversations held in week 5 with whaanau - WTB Leading School-Wide Writing Improvement - w St Joseph's Pukekohe LSWI Y2 Action Plan Template.docx - WTB Cycle 1 & Cycle 2 PLD opportunities (online & f2f) - Week 8 TOD Maths (MOE#3) - SMART tool webinar - SLT - Attended PLD to improve school leaders' communication and strengthen leadership capability (JA and The Education Group) - Attended PLD to support our team leaders - Middle Leaders PLD (2 days) - DRS PLD 				

	<ul style="list-style-type: none"> - Maintaining phonics-to-writing connections using The Code, Phonics Plus and the St Joseph's Spelling Scope and Sequence - New Phonics Check Portal was introduced to Aroha and Ako at a combined team meeting. AP has participated in available PLD and shared relevant information with teachers who are required to complete Phonics Checks.
Professional Development	<ul style="list-style-type: none"> - MOE Assessment PLD - Ongoing Writer's Toolbox PLD through South Auckland Catholic School Cluster (former Kāhui Ako) - Staff Meetings - Sprints - Team Meetings - Sprints - Day 3 MOE Maths TOD - 27 March 2026 - Day 4 MOE Maths TOD - 19 June 2026 - Franklin Lead Teachers - Maths Curriculum Day
Resourcing	<ul style="list-style-type: none"> - MOE-funded Assessment PLD 6 months - Coactive - MOE Maths PLD - SLA Funding 0.19 (matched by school) - South Auckland Catholic School Cluster - Writer's Toolbox - Provide the resources needed to assess <ul style="list-style-type: none"> - 3 new PM Benchmark Kits purchased T1
Key Highlights during this period:	<ul style="list-style-type: none"> - - -
Key Issues Needing To Be Addressed:	<ul style="list-style-type: none"> - Pace of education change saturation overwhelming - Readiness of teachers to implement these.
Key Risks:	<ul style="list-style-type: none"> - Conflicting information given to schools and communities around the change in curriculum and reporting
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Strategic Goal 3: Special Character <u>Annual Goal 1:</u> Ensure excellence in the classroom by aligning our teaching practices with our school's unique Catholic character and history					
Action/Workstream	Key Milestones	Completion Date	May	August	Nov
Key Actions/Workstream	<ul style="list-style-type: none"> • Strengthen, define and refine the role of the Director of Religious Studies (DRS) in the school. <ul style="list-style-type: none"> ○ Ensure the DRS job description meets the criteria and expectations of the role 				

	<ul style="list-style-type: none"> ○ Provide visible leadership opportunities for DRS ● Consolidate teacher practice of the new Y0-Y6 RE curriculum to ensure consistency and quality of pedagogy across all classrooms, particularly supporting new teachers in aligning with school-wide teaching practices. ● Support teachers to continue in growing their knowledge of our Catholic Faith <ul style="list-style-type: none"> ○ PLD for teacher - TH504, New to Catholic Schools, Staff meetings ● Grow students' faith by providing daily encounters with Christ through their interactions. <ul style="list-style-type: none"> ○ Purposeful opportunities to reflect on school values ○ Opportunities to support those in need ● Promoting the importance of a prayer focus in each learning space to help strengthen teacher and student prayer journeys ● Prioritise sustaining both the charism and school history to ensure it is alive and known to future generations. (part of succession planning) ● 				
Outcomes	Feb - May <ul style="list-style-type: none"> - Teacher enrolled in TH504 - Catholic Social Teaching - Y6 Retreat - Sr Anne Sklenars RNDM - Purposeful opportunities <ul style="list-style-type: none"> - Advocacy and Peer Mediation - Discipleship Cards - Prayer/Liturgy/Mass - Reconciliation - DRSs attend Conference (2 days) 				
Professional Development	<ul style="list-style-type: none"> - New to Catholic Schools (1 teacher) - DP attending NZCEO Aspiring Leaders programme (Year 2), Wellington. - Te Kupenga Catholic Theological College for 2026. TH504 - Catholic Social Teaching (all teachers) - Staff Meeting Charism and RNDM history - Sr Anne Sklenars (RNDM) 				
Resourcing	<ul style="list-style-type: none"> - Liturgical Calendars - Candles and Resources for prayer focus - RE budget - DRS release days 				
Key Highlights during this period:	<ul style="list-style-type: none"> - Dedication Mass - Teaching Staff (18) attended the Auckland Diocese Teacher Dedication Mass (February) - Positive CSO Catholic Character Review - DP's NZCEO aspiring leaders course (Year 2) - School Leaders RNDM Pilgrimage 				

Key Issues Needing To Be Addressed:	- Relievers for RE courses -
Key Risks:	-
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