

2026 School Strategic Plan

for



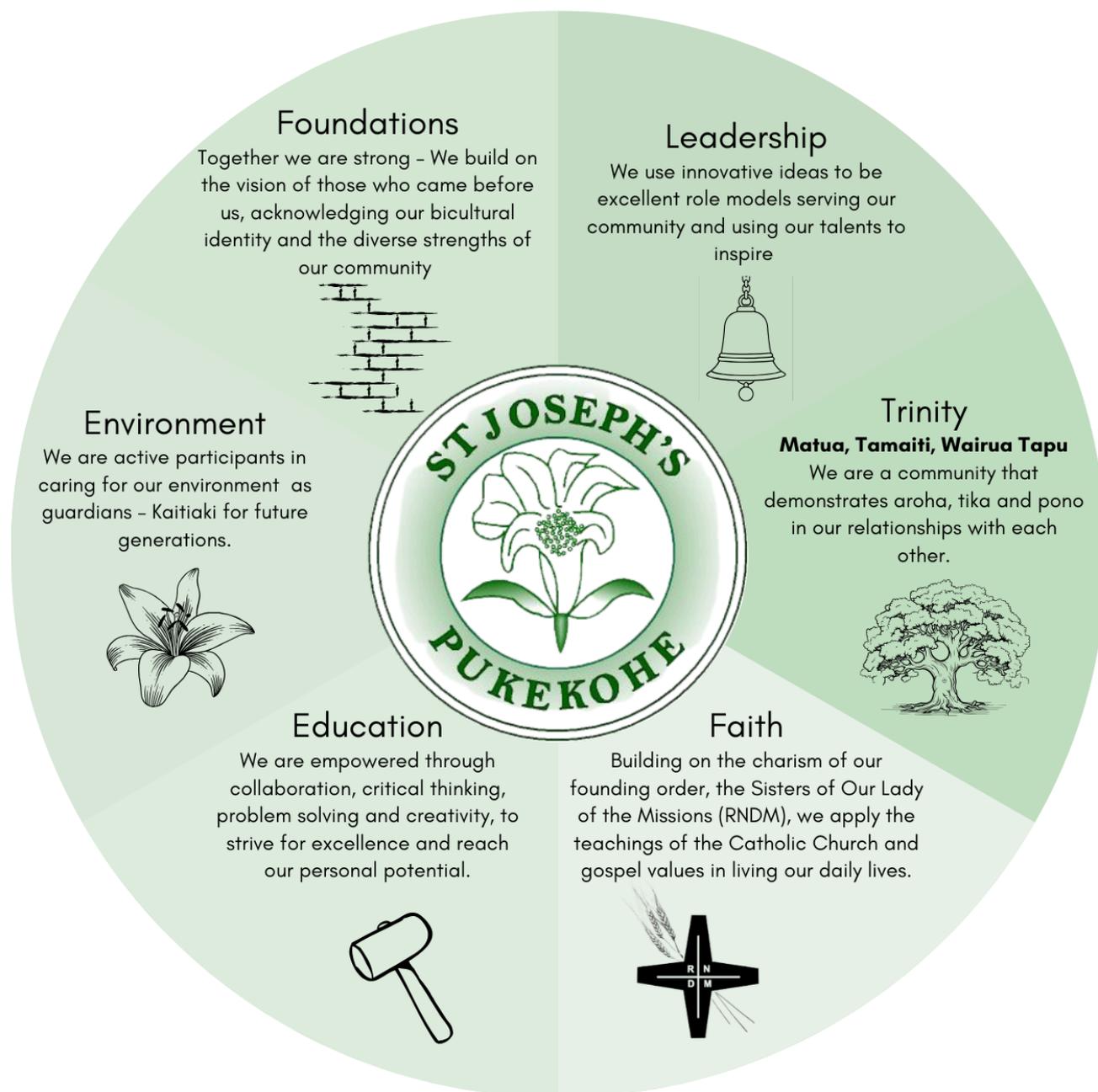
St Joseph's Catholic School Pukekohe 1497

2025 - 2027

Principal's endorsement: U M Hall
School Board endorsement: Adopted at School Board Meeting: 25 February 2026
Submission Date to Ministry of Education: By 1 March 2026

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 <i>Appendix 1</i> 2024-2026 Pasifika Education Plan <i>Appendix 2</i>	<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 Ka Hikitia 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 hui - 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 = 427).</p>
ETHNICITIES 2026	<p>Based on first ethnicities from SMS: eTAP 10 February 2026</p> <p>We have 317 children starting the year with 12% Maori, 33% NZ European and other European descent, 15% Pasifika (6.6% Tongan, 4.1% Samoan, 2.8% Kiribati, 1.6% Fijian), 33% Asian (15.8% Filipino, 12.6% Indian) and 7% Other</p>
CURRICULUM DELIVERY, TEACHING PRACTICE AND	<p>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 empower children and encourage creativity, curiosity and problem-solving. Teachers will follow our school pedagogy and practice model. <i>Appendix 3</i></p> <p>When following our St Joseph’s Pedagogy and Practice Model we are mindful of the:</p>

STUDENT ENGAGEMENT	<ul style="list-style-type: none"> ● 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 ● Interests and talents of our students, and the need for them to be involved in feedback and understanding where they are at in their learning ● 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 five 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/LSC, along with the Principal are also part of the leadership team. The Director of Religious Education/DRS (a shared position in 2026) 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. - A new board was elected in September 2025, following the advice of MOE we have not changed our strategic plan, however we anticipate this will be done later this year, 2026. - 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](#)

Appendix 4 - [Catholic Special Character External Review 2025](#)

Appendix 5 - [Community Health Consultation 2025](#)

BASELINE DATA

NZ Curriculum Comparative Data 2020 - 2025

This 2025 data is based on our Y1-6 Roll. This group does not include Year 0 (26 students), only end-of-complete year groups.

2025	Reading																	
Students	Within and Beyond						Working Towards						2+ Yrs Below					
Percentages	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2025 (335)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2025 (335)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2025 (335)
All Students	82.2	71.1	75.96	76.13	77.3	84.6	15.6	21.2	18.9	17.63	15.23	10.5	2.2	7.7	5.2	6.25	7.45	4.8
End of Yr1	50	54.8	50.0	50	58	93	50	45.2	50	50	42	7	NA	NA	NA	NA	NA	NA
End of Yr2	78	62.9	88.2	62	79	92	22	11.4	11.8	22	21	5	0	25.7	0	16	0	2
End of Yr3	81.4	76.3	76.5	95	89	91	11.6	7.9	11.8	5	0	4	7	15.8	11.8	0	11	4
End of Yr 4	94.5	73.2	75.7	81	84	80	5.5	21.9	16.2	10	11	17	0	4.9	8.1	9	4	3
End of Yr 5	90.3	82.6	78.1	69	79	84	6.5	17.7	17.1	24	6	12	3	0	4.9	7	15*	4
End of Yr 6	89	78.9	85.0	86	74	70	11	14	7.5	7	11	16	0	7	7.5	7	15	14

2025	Writing																	
Students	Within and Beyond						Working Towards						2+ Yrs Below					
Percentages	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2025 (335)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2025 (335)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2025 (335)
All Students	75.6	57.1	63.6	69.5	72.14	76.5	19.8	34.5	25.7	22.38	22.38	16.2	4.8	8.4	10.7	8.13	5.49	7.4
End of Yr1	67.6	64.5	81.3	72	77.2	89	32.4	35.5	18.8	28	22.81	11	NA	NA	NA	NA	NA	NA
End of Yr2	75.6	54.3	80.0	68	87.2	80	21.9	42.9	20	24	12.82	18	2.4	2.9	0	8	0	2
End of Yr3	73	44.7	55.9	69	63.6	69	26	47.4	32.5	31	31.82	24	0	7.9	11.8	0	4.5	7
End of Yr 4	73	58.4	54.1	76	71.1	82	19	26.8	27	5	24.4	12	8.1	14.6	18.9	19	4.4	7
End of Yr 5	71	70.6	61	50	70.8	75	21	17.6	14.6	37	16.7	19	8	11.8	24.4	13	12.5	5
End of Yr 6	80	54.4	62.5	72	62.9	64	13.3	29.8	27.5	19	25.7	13	6.7	15.8	10	9	11.4	23

2025	Maths																	
Students	Within and Beyond						Working Towards						2+ Yrs Below					
Percentages	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2025 (335)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2025 (335)	2020 (333)	2021 (307)	2022 (286)	2023 (306)	2024 (268)	2025 (335)
All Students	74	60.4	59.1	72.67	78.5	77.2	20.7	27	29.0	18.7	14.9	17.9	5.32	12.8	11.9	8.7	6.54	4.8
End of Yr1	82.4	87.1	87.5	78	96.5	78	17.6	12.9	12.5	22	3.5	22	NA	NA	NA	NA	NA	NA
End of Yr2	62.3	51.4	73.5	68	69.2	73	32	45.8	26.5	30	28.2	27	0	2.9	0	2	2.6	0
End of Yr3	69.8	39.5	79.4	82	81.8	83	27.9	39.5	8.8	16	9.1	13	2.32	21.1	11.8	2	9.1	4
End of Yr 4	73	65.9	62.2	76	80.0	84	19	29.3	29.7	10	15.6	14	8.1	4.9	8.1	14	4.4	2
End of Yr 5	62.9	67.7	51.2	60	75.0	79	20	20.6	39.0	23	10.4	12	16	11.8	9.8	17	14.6	9
End of Yr 6	82.2	61.4	72.5	76	68.6	65	15.5	15.8	17.5	19	22.9	20	2.2	22.8	10.0	5	8.6	14

NZ Curriculum 2020-2025 - Comparative Maori Data (% Students achieving Within and Beyond)

Maori Reading							Maori Writing						Maori Maths					
Yr	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025
All	78% (50)	61.3% (44)	44% (28)	55% (33)	62% (19)	79% (42)	68% (50)	43.2% (44)	48% (28)	53% (33)	53% (19)	72% (42)	58% (50)	45.5% (44)	37% (28)	58% (33)	74% (19)	66% (42)
1	0% (3)	0% (0)	33.3% (3)	0% (0/1)	20% (1/5)	100% (6/6)	25% (4)	0% (0)	66.7% (3)	100% (1/1)	40% (2/5)	100% (6/6)	25% (4)	0% (0)	100% (3)	100% (1/1)	100% (5/5)	67% (4/6)
2	80% (5)	20% (5)	0	40% 2/5	100% (1/1)	85% (11/13)	100% (5)	20% (5)	0	67% 4/6	100% (1/1)	77% (10/13)	60% (5)	20% (5)	0	50% 3/6	100% (1/1)	54% (7/13)
3	69.2% (13)	100% (4)	33.3% (3)	100% 1/1	100% (5/5)	67% (2/3)	61.5% 13	75% (4)	33.3% (3)	0% 0/1	60% (3/5)	67% (2/3)	84.6% (13)	50% (4)	66% (3)	0% 0/1	60% (3/5)	100% (3/3)
4	100% (2)	76.9% (13)	100% (3)	50% 2/4	50% (1/2)	90% (9/10)	50% (2)	53.9% (13)	33.3% (3)	50% 2/4	50% (1/2)	70% (7/10)	50% (2)	76.9% (13)	33.3% (3)	75% 3/4	50% (1/2)	80% (8/10)
5	75% (8)	66.7% (3)	66.7% (6)	80% 4/5	33% (1/3)	75% (3/4)	50% (8)	0% (3)	66.7% (6)	40% 2/5	33% (1/3)	75% (3/4)	50% (8)	33.3% (3)	33% (6)	60% 3/5	67% (2/3)	75% (3/4)

6	100% (6)	75% (8)	0% (2)	82% 9/11	67% (2/3)	20% (1/5)	100% (6)	50% (8)	0% (2)	82% 9/11	33% (1/3)	20% (1/5)	50% (6)	37.5% (8)	0% (2)	73% 8/11	67% (2/3)	40% (2/5)
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NZ Curriculum 2020-2025 - Comparative Pasifika Data (% Students achieving Within and Beyond)

Pasifika Reading							Pasifika Writing						Pasifika Maths					
Yr	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025	2020	2021	2022	2023	2024	2025
All	57.6% (78)	49.4% (77)	54% (71)	51.8% (78)	45.8% (65)	61% (61)	51.9% (79)	31.2% (77)	34% (71)	38% (78)	44% (65)	48% (60)	52% (79)	31% (77)	38% (71)	48% (78)	48.9% (65)	49% (60)
1	14.3% (7)	11.1% (9)	33.3% (6)	25% (8)	21% (3/14)	66% (6/9)	28.6% (7)	22.2% (9)	33.3% (6)	25% (8)	50% (7/14)	56% (5/9)	57.1% (7)	55.6% (9)	66.7% (6)	38% (8)	86% (12/14)	44% (4/9)
2	66.7% (15)	37.5% (8)	66.7% (9)	50% 3/6	44% (4/9)	100% (8/8)	60% (15)	25% (8)	44.4% (9)	33% 2/6	67% (6/9)	75% (5/8)	60% (15)	12.5% (8)	44.4% (9)	50% 3/6	33% (3/9)	38% (3/8)
3	44.4% (9)	61.5% (13)	16.7% (6)	83% 10/12	50% (4/8)	88% (7/8)	55.6% (9)	7.7% (13)	16.7% (6)	42% 5/12	38% (3/8)	38% (3/8)	33.3% (9)	0% (13)	33.3 (6)	67% 8/12	50% (4/8)	65% (5/8)
4	71.5% (7)	40% (10)	53.3% (15)	44% 4/9	73% (8/11)	50% (4/8)	28.6% (7)	30% (10)	26.7% (15)	33% 3/9	45% (5/11)	75% (6/8)	42.9% (7)	40% (10)	40% (15)	33% 3/9	55% (6/11)	63% (5/8)
5	68.8% (16)	57.1% (7)	54.5% (11)	38% 4/14	36% (4/11)	50% (5/10)	53% (16)	57.1% (7)	36.4 (11)	36% 5/14	27% (3/11)	40% (4/10)	58.9% (16)	28.6% (7)	18.2% (11)	29% 4/14	36% (4/11)	40% (4/10)
6	62.5% (8)	57.2% (14)	60% (10)	62.5% 5/8	50% (6/12)	43% (6/14)	62.5% (8)	42.9% (14)	30% (10)	56% 5/9	33% (4/12)	28% (4/14)	32.5% (8)	50% (14)	30% (10)	56% 5/9	33% (4/12)	43% (6/14)

2026 ACHIEVEMENT TARGETS

2026 Goals

Phase 2 Writing - EOY 2025 Average 75% (across Y3-5 2025), achieving within or beyond; **2026 80% Phase 2 being proficient or exceeding the curriculum level**

- 71% Maaori in Y3-5 were achieving at or above in 2025
- 51% Pasifika in Y3-5 were achieving at or above in 2025

Phase 1 Maths - EOY 2025 Average 75% (across Y1-2 2025), achieving within and beyond; **2026 80% Phase 1 being proficient or exceeding the curriculum level**

- 60% Maaori in Y1-2 achieving within and beyond in 2025
- 41% Pasifika in Y1-2 achieving within and beyond in 2025

To Note:

- Data trend is showing that our Pasifika and Maaori students continue to be underrepresented in students achieving within or beyond
- By increasing the achievement of Maaori and Pasifika students, it will lift the overall achievement for all students
- We need to deliberately focus on our priority students to lift outcomes for all of our students

St Joseph's Catholic School, Pukekohe

2026 School Focus: Walking Together - Loving, Learning and Leading

We are called to be people of aroha, learning and leading together in right relationship.

We follow Jesus' call to walk with one another in love, faith, and mission, growing as servant leaders who uplift the dignity of all.

Cultural Focus: He Haerenga Kotahitanga - Walking Together in Right Relationship

"Let us strive to imitate the qualities of Jesus, so that all who have to deal with us will recognise in our conduct and in our undertakings something of God's sacred life on earth." - Euphrasie Barbier 1873

Strategic Goals	Core Strategies for Achieving Goals 2024 - 2026	
<p>Goal 1 Hauora</p>	<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 by 2030 2025-2026 ● 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
<p>Goal 2 Capability</p>	<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 and the St Joseph's Pedagogy & Practice Model 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)

		<ul style="list-style-type: none"> ○ Using Tapasā to support Pasifika learners (PEP) ○ Structured approach to literacy ○ An inquiry approach to mathematics that is supported by a knowledge-rich curriculum
<p>Goal 3</p> <p>Catholic Character</p>	<p>We will strengthen our Catholic character by ensuring our faith, charism, and school story are consistently lived and visible through curriculum, leadership, and teaching practice.</p>	<ul style="list-style-type: none"> ● Introduce the new RE curriculum across Years 1-6 2023 - 2025 ● Develop and implement a whole-school approach to Curriculum delivery. This is to ensure consistency and quality of pedagogy across all classrooms, particularly supporting new teachers in aligning with school-wide teaching practices. 2026 ● Strengthen, define and refine the role of the Director of Religious Studies in our school 2026-2027 ● Prioritise sustaining the charism and school history to keep them alive and known to future generations. 2025 ● Ensure excellence in the classroom by aligning our teaching practices with our school’s unique Catholic character and history 2026 ● Provide professional development for teachers to gain certification levels and further RE qualifications. 2024-2026 ● Provide professional development opportunities to grow school leaders’ knowledge of our school’s charism and history 2026

[Appendix 6 - 2026 Annual Plan](#)