

St Joseph's School, Kaikōura

2024-2025

Growing In Faith Together - Kia Tuputahi i te Whakapono

Building relationships with God, with Others, with Creation

Using our Head, Heart and Hands in all that we do



**Tutuki
Achievement**

**Whakaute
Respect**

**Māia
Confidence**

**Ngākaupono
Honesty**

Contemplation

Prayer and awe as wonder

“Be always attentive to the whisperings of grace.”

Mission

Having a heart for the world

“Do everything you can to strengthen the whole universe to be in complete union with God.”

Communion

Building community and right relationships with all.

“When charity or union of the heart reigns in a community, our God is there! Guard this precious treasure well.”

Aspirations

The school community is enriched due to the understanding of the school charism, the opportunities for spiritual development and the incorporation of te ao, tikanga and wairuatanga Māori into the special character of the school.

The school ensures systems are in place that support our students to learn and grow in faith, that teaching and learning opportunities reflect the refreshed curriculum and our local environment and ensures they are well prepared for learning at secondary and tertiary levels.

The school has positive relationships which are mutually beneficial with whānau, our parish, tangata whenua and mana whenua, helping each other wherever possible. Our pastoral care systems and procedures reflect Gospel values and Church teachings.

Initiatives

1. Tamariki have the opportunity to encounter Christ through the charism of the school - The Mission Sisters (Euphrase Barbier) and wairuatanga Māori
2. Opportunities are available for the spiritual development of all members of the school community (including whānau, Board, non-teaching staff as well as tamariki and kaiako).
3. The school incorporates tikanga and te reo Māori and expression of wairuatanga Māori into all aspects of Catholic special character, including Masses, liturgies, retreats and prayer.
4. Transition to school, induction and orientation programmes assist new members of the community (including tamariki, whānau, Board, non-teaching staff and kaiako) to deepen their understanding of what it means to be part of a Catholic community.

1. Provide professional learning and formation in the areas of te ao, mātauranga, and wairuatanga Māori.
2. Kaiako have a common understanding of how Religious Education is delivered in the school and have effective systems in place that support teaching and learning in Religious Education focusing on implementing the new curriculum.
3. **Te Mataiaho - the refreshed curriculum framework is implemented with a shared understanding of teaching and learning expectations in numeracy and literacy incorporating explicit teaching with a structured approach.**
4. There is a focus on Religious Education and STEM learning (Science, Technology, English, Maths)
5. Planning, assessment, evaluation, and reporting procedures are based on high quality, valid data about ākonga learning and achievement and focused on raising student achievement.
6. Improve attendance and ensure whānau understand the relationship between attendance and achievement.

1. Work collaboratively to build relationships that are an example of Christian witness developing an understanding of the cultural background of every ākonga, honouring their identity, language, knowledge, and values.
2. The school consults with whānau, provides clear information and opportunities for whānau to understand school systems and practices.
3. Behaviour management processes are just, fair, clear to all, and guided by restorative practice, linked to Catholic social teaching.
4. Board policies and school procedures reflect the needs and aspirations of all ākonga to strive for and achieve educational success.
5. Akonga are engaged in teaching and learning about the Gospel Values and Catholic Social Justice and take action in our community.

Consultation was conducted during terms 3 and 4 of 2023 through surveys with parents and the parish community, hui ā whānau kanohi ki te kanohi, community consultation using information from Kaikōura Educational Aspirations, Attendance and Engagement survey, discussions in Board Meetings, staff meetings and consultation with the ArchDiocese of Wellington. From the data collected the Strategic Plan was developed and adapted to its current version, incorporating common themes expressed by the above groups. Improving the understanding of the Charism of our school and the values that underpin our Charism was mentioned by the Parish, ADW and parents. Our parents and teachers were focused on the curriculum refresh and what this means for our school, they also wanted to see more STEM learning included in our curriculum. The Mana Whenua were keen to ensure that all members of the school community are engaged in learning about Te Ao Māori and tikanga. Our school community (parents and teachers) indicated a need for a review of our behaviour management plan to more accurately reflect the character of our school.

St Joseph's School Annual Plan 2025



Annual Plan Goal 1: The school community is enriched due to the understanding of the school charism, the opportunities for spiritual development and the incorporation of te ao, tikanga and wairuatanga Māori into the special character of the school.

NELP: Learners at the Centre, Barrier Free Access

Other national strategies: The Catholic Education of School-Age Children, Ka Hikitia

The school gives effect to [Te Tiriti o Waitangi](#), by working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and achieving equitable outcomes for Māori students.

Initiatives	Key Actions	Responsible	Resources	Complete by	Success
Tamariki have the opportunity to encounter Christ through the charism of the school - The Mission Sisters (Euphrase Barbier) and Wairuatanga Māori	Te reo responses to the Mass are explicitly taught and used in classes and during school liturgies and Masses	DRS, classroom teachers	Websites, resources from Mission Sisters	Term 4 2025	Staff, students and the school community learn about Euphrase Barbier and the impact she had on Catholic Education in Kaikoura. Staff, students and the school community know the Charism of the Mission Sisters.
	Morning prayers based on Euphrase Barbier, Charism of the Mission Sisters - whole school term 1				
	Whole school RE focus on Charism				

	term 1				
Opportunities are available for the spiritual development of all members of the school community (including whānau, Board, non-teaching staff as well as tamariki and kaiako).	An opportunity for spiritual development will be offered each term. T1: whānau bbq; Sacramental prog; staff retreat	DRS, Principal, Parish Priests	\$1000		
The school incorporates tikanga and te reo Māori and expression of wairuatanga Māori into all aspects of Catholic special character, including Masses, liturgies, retreats, prayer and when welcoming new students/staff through powhiri/mihi whakatau in the Church.	DRS to work with Sister Maureen to prepare students for Sacramental prog.	DRS, Principal			Sacramental programme attended by those eligible along with encouragement of Baptism.
	Responses in liturgies and Mass in te reo and English				Staff and students can confidently say responses in Mass and Liturgies in te reo or english. New students and their whānau are welcomed with a mihi whakatau in the Church
Transition to school, induction and orientation programmes assist new members of the community (including tamariki, whānau, Board, non-teaching staff and kaiako) to deepen their understanding of what it means to be part of a Catholic community.	Review transitions to and from school, adapt as required.	New entrant teacher, year 8 teacher, Principal		Term 4 2024	Invite preschools to Harakeke (new entrant classroom) regularly - termly. Open afternoon/evening for interested families - term 2 and 3 Work with the Kahui Ako to develop smooth transitions between and across schools.
	New students and whānau are welcomed to St Joseph's School with a powhiri and morning tea at the end of each term. Students and whānau are presented with an induction pack at this special occasion.	Deputy Principal, Principal, DRS, Teacher with Cultural Leadership Allowance		Term 4 2025	New students and whānau are welcomed to St Joseph's School with a powhiri and morning tea at the end of each term. Students and whānau are presented with an induction pack at this special occasion.

Annual Plan Goal 2: The school ensures systems are in place that support our students to learn and grow in faith, that teaching and learning opportunities reflect the refreshed curriculum and our local environment and ensures they are well prepared for learning at secondary and tertiary levels.

Initiatives	Key Actions	Responsible	Resources	Complete by	Success
Provide professional learning and formation in the areas of te ao, mātauranga and wairuatanga Māori	1. Staff will undertake professional learning to support their language	Teachers, Principal		Term 4 2025	Students and staff will demonstrate confidence and competence in basic level te reo.

	<p>learning journey.</p> <ol style="list-style-type: none"> Staff and students will demonstrate their knowledge of local Pūrakau across the year, this will be noticeable in student work, classroom displays. A teacher at St Joseph's School is allocated the Cultural Leadership Allowance. Staff will participate in professional development on culturally responsive practices and implement learning in classrooms. 				
Kaiako have a common understanding of how Religious Education is delivered in the school and have effective systems in place that support teaching and learning in Religious Education focusing on implementing the new curriculum.	<ol style="list-style-type: none"> Term plans and AO's are delivered to the teachers by the DRS. Teachers teach RE daily DRS shares planning template each term Teachers observe RE teaching in other classes on CRT days 	DRS Principal DP		Term 4 2025	Kaiako can confidently use and implement the new Religious Education curriculum showing their understanding of key concepts through planning and teaching.
Te Mataiaho - the refreshed curriculum framework is implemented with a shared understanding of teaching and learning expectations in mathematics and literacy incorporating explicit teaching with a structured approach.	<ol style="list-style-type: none"> Teachers will participate in structured literacy PD with Liz Kane to develop confidence particularly with The Code. Professional Development in the refreshed mathematics curriculum will be available to all teaching staff. Time will be allocated during staff meetings to discuss the implementation of the english and mathematics refreshed curriculums. 	Teachers, DP, Principal, DRS		Term 4 2025	Teachers will confidently use and implement the refreshed curriculum incorporating structured literacy practices in their literacy programmes and the Oxford University Press resources in their mathematics programmes.
Improve boys achievement in reading and writing.	<ol style="list-style-type: none"> Experiential teaching across the whole school to increase engagement and purpose for writing. Implement structured literacy using Liz Kane 	Teachers, DP, Principal		Term 4 2025	Boys will be achieving at or above the expected level in reading and writing as girls by the end of 2025.
There is a focus on Religious Education	Teachers will be supported to attend	Principal		Term 4	Teachers express and show confidence in the teaching

and STEM learning (Science, Technology, English, Mathematics)	STEM Professional Development.			2025	of STEM and RE. The year plan, long term plans and teacher planning shows a focus on RE and STEM learning.
Planning, assessment, evaluation and reporting procedures are based on high quality valid data about ākongā learning and achievement and focused on raising student achievement in relation to the refreshed curriculums for Mathematics and English.	<ol style="list-style-type: none"> Teachers will have access to PAT mathematics, Oxford University Press pre and post testing, STAR test and E-asstle reading, writing and maths to inform their teaching and support their reporting requirements. Report to the local runanga on Māori student achievement data. 	Teachers, Principal		Term 4 2025	Teachers have appropriate testing available to use to give them accurate and reliable data about progress and achievement. Report to the board twice a year, including progress made by students not achieving at the expected level. Report to the local runanga on Māori student achievement data.
Improve attendance and ensure whānau understand the relationship between attendance and achievement.	Newsletter posts Check and Connect mentors Termly celebration in newsletter of students who have attended more than 90%	Principal DP Support from Kahui Ako		Term 4 2025	Newsletter posts about attendance and achievement. Celebrate students who have 90% or greater attendance.

Annual Plan Goal 3:

The school has positive relationships which are mutually beneficial with whānau, our parish, tangata whenua and mana whenua, helping each other wherever possible. Our pastoral care systems and procedures reflect Gospel Values and Church teachings.

Initiatives	Key Actions	Responsible	Resources	Complete by	Success
Work collaboratively to build relationships that are an example of Christian Witness developing an understanding of the cultural background of every ākongā, honouring their identity, language, knowledge and values.	DRS and Parish work together to plan and teach the Sacramental programme, liturgies and Masses.	DRS, Parish Priest, Sisters, Principal, ADW		ongoing	The Parish Priest and Sisters are regularly invited to school for learning and social occasions. A successful Sacramental programme will be run.
	Organise Miha/Mass at Takahanga twice a year.			Term 4 2025	The school community will attend Miha/Mass at Takahanga at least once per year.
Behaviour management processes are just, fair, clear to all and guided by restorative practice, linked to Catholic social teaching.	Behaviour management systems were reviewed in 2024 and adapted to link more clearly to restorative practices and the Gospel Values. We will review this	DP, Principal	PB4L, Huakina Mai	Term 4 2025	A revised behaviour system is created based on Positive Psychology and Gospel Values.

	in term 4 2025 to ensure it is still fit for purpose.				
The school consults with whānau, provides clear information and opportunities for whānau to understand school systems and practices.	Regular opportunities for consultation/feedback provided to the community. Meet with Māori whānau annually to plan next steps to further improve Māori student achievement.	DP, Principal		ongoing	Whānau hui, learning conversations with parents and structured consultation provide an opportunity for consultation/feedback across the year.
Akonga are engaged in teaching and learning about the Gospel Values and Catholic Social Justice and take action in our community.	Integrating curriculum areas with RE to ensure opportunities are available for Catholic Social Justice action in our community.	DRS, classroom teachers	REA, DRS support network	Term 4 2025	Teacher planning shows integration of RE in other curriculum areas. Students have participated in Catholic Social Justice action across the year including service in our community. Year 8 student leadership programme run annually, including a focus on local Māori history, tikanga and wairuatanga.
	Term 2 and 3 - Gospel Values prayer focus.	DRS, classroom teachers		Term 3 2025	Teacher planning shows Gospel Values focus. Students show an understanding of what the Gospel Values are and demonstrate them in their everyday life.
Board policies and school procedures reflect the needs and aspirations of all akōnga to strive for and achieve educational success.	The Board engages in an ongoing programme of Catholic special character professional learning and formation.	Presiding Member, Principal, Board of Trustees.	ADW Leadership support	ongoing	Each Board meeting there is an opportunity to learn and grow in faith.
	The Board engages in professional learning on cultural competencies including an understanding of Te Tiriti o Waitangi and its application, te ao, tikanga, mātauranga, and te reo Māori.	Principal, Presiding Member, Board of Trustees.	Hautū Ka Hikitia	Term 4 2025	Meetings begin and end with Karakia and kai is blessed before eating. All members of the Board will be open to learning about cultural competencies and tikanga with support from NZSTA, MoE.

KAIKŌURA KĀHUI AKO STRATEGIC PLAN



Giving our tamariki every opportunity to experience success

Kia whai angitu a tātou tamariki

Tamariki in Kaikōura will experience...

Equity - Mana taurite

be empowered to explore various opportunities to experience their own success.

Excellence - Kairangi

be supported to identify and achieve their own personal excellence.



Achievement - Tutukitanga

be supported to achieve at or above their expected curriculum level.

Manaakitanga -

Protection/Support

feel valued and be resilient, caring for themselves and others.

Goals:

Collaborative practice: Value the professional impact of working together and facilitating pathways for students through a focus on transitions and information sharing.



Wellbeing - Hauora

Students and staff have the knowledge and skills to manage their own health and wellbeing and support others.



Culturally Responsive Practice: Develop practice which centres the learner in their cultural context by teaching that knows and gives agency to the akonga and responds to their cultural lens.

Success:

For all generations to value, engage, celebrate and protect the integrity and uniqueness of the Te Reo me nga tikanga of Ngati Kuri through educational opportunities.

Relationships/ Manaakitanga/Whanaungatanga - Tamariki in Kaikōura will benefit from teachers, leaders and whānau who put quality relationships at the heart of all learning