



School Name:	St Joseph's Catholic School	School Number:	1953
Strategic Aim:	All learners will access and be engaged with the curriculum, through diverse flexible and inclusive learning and teaching environments, that reflect our special character and our passion for learning.		

Presiding member/principal's report (optional)

This could be a statement from your board's presiding member or principal informing the school or kura community about the achievements and successes of the previous year. The report also provides an opportunity to tell staff, parents and students about the risks, challenges and opportunities coming up in the year ahead.

Board Presiding Members Report - End of Year 2024

List of all school board members (optional)

You may like to list the names of each school board member who have served on the school board during the year, and the date on which each member will finish their term.

Board member names	Date that the board member's term finishes
Allana Grainger	September 2025
Shannon van Groenedaal	September 2025
Serina Williams	September 2025
Janielle Maranan	September 2025
Mary Scobie	Resignation as proprietors' representative
Paul Buist	Resignation as proprietors' representative
Kirsten Erasmus	September 2025
Suzanne Downey	Resignation from position as principal
Father Ritche Maguinda	Replaced with another parish priest

Strategic Goal 1: Religious Education Dimension 2 : Mā te Mātauranga ka Tipu-Growth in Knowledge

He Arotake Whanaketanga mō te Mātauranga Ahurea Katorika-Te Ture Tāuke mō ngā Kura Katorika

(Catholic Special Character Evaluation for Development)

Annual Target/Goal: Catholic Character: Strategically plan the next steps in conjunction with the NZCEO for the introduction of To Tatou Whakapono - Our Faith. The new Religious Education Curriculum for Aotearoa

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 – Religious Education Plan the next steps in conjunction with NZCEO for the introduction of To Tatou Whakapono – Our Faith.	<p>Staff implemented this into the curriculum in 2024. Junior Phases were completed however the Senior Year 5-8 were not ready. Staff implemented using the guidelines provided us by the Diocese.</p>	<p>Reports to the Board re the introduction of To Tatou Whakapono.</p> <p>Board viewing the snippets provided by NZCEO on the themes of To Tatou Whakapono.</p>	<p>Preparation of the completed curriculum is not due until 2026. So the framework was used together with the 'old curriculum' resources that matched the new Themes.</p>	<p>Continue to implement To Tatou Whakapono. The Year 5/6 curriculum resource is complete now.</p> <p>To hold meetings for our parents to explain how To Tatou Whakapono works.</p> <p>Put a special emphasis on the new families coming into the school knowing the new curriculum.</p>

Action 2 – Catholic Curriculum	<p>School provided support for the Parish Baptism programme</p> <p>Explored the introduction of a school</p> <p>‘whakatauki’</p> <p>Reverence, Respect, Resilience</p>	Recorded discussions with MACS tutor and staff	In the planning stages only – aiming for the outcome to reach out to the community our Catholic Worldview.	Continue this exploration of ideas and bring the consultation process to the community table.
Action 3 - Leadership Staff to complete Having Life to the Full Course (started in 2023)	<p>This has not been completed in 2024.</p> <p>The course was not well received by the staff and was time framed unrealistically for our school.</p>		<p>A variety of reasons why this course was not completed. The staff have one full day to go. Negotiations with the facilitator at the start of the course had completion in 1 full day and 3x after school sessions.</p> <p>This was extended to add another day that we did not have available in 2024.</p>	2025: This course needs to be completed and the curriculum for our school written. Consultation with the community can then be completed.

Strategic Goal 2: Learners at the Centre:

Annual Target/Goal: To develop local school curriculum that acknowledges Tiriti o Waitangi and the History of New Zealand. This includes the Catholic History of our community and diocese which includes Rangiaohia, Our Catholic Marae, Motakiora, Mangaokewa

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
Action 1 – All staff engage in learning about neurodiversity and actively share this knowledge with our community	Staff members attended Tilting the Seesaw. Relationship with RTLB and learning about what diversity and inclusivity may look like in our teaching programmes.	Course achievement Certificates Case study notes and discussions with RTLB. Language shift throughout the school	Working towards some targets of UDL pedagogy. Achieving other targets where students have become engaged in their learning through and by using new approaches to engagement.	Attend the neurodiversity workshop Mind over Manner. Staff to attend Jase Williams speak about Trauma

<p>Action 2 –</p> <p>To develop local school curriculum that acknowledges Tiriti o Waitangi and the History of NZ e.g.</p> <p>Rangiaohia, Motakiora, Mangaokewa, Te Ara Tika</p>	<p>Began our first year as MAC school and explored what tikanga looks like at St Joseph's.</p> <p>Began to build knowledge and respect for our own tikanga at St Joseph's</p>	<p>Notes and discussions about St Joseph's tikanga – what it is and how much do we want to continue to build the tikanga that we identified.</p>	<p>None</p>	<p>Build further understanding through the MACS model of learning about tikanga Maori – the whare.</p>
<p>Action 3 – Engage with our Kapa Haka Tutor and WAKA to collectively build up knowledge of Local History.</p> <p>Provide opportunities for all learners to acquire and develop knowledge of te reo Maori me ana tikanga.</p> <p>Use te reo more in the classrooms and ensure our displays include te reo Maori and other languages too.</p>	<p>Matariki Whanau Evening.</p> <p>ESOL extra support and resources</p> <p>Kapa Haka and Waiata followed by teachers taking their own groups for te ao Maori lessons – art, te reo reading, counting etc run as a rotation.</p> <p>Began our first year as a MAC school</p>	<p>Knowledge of the children in mau rakau, reading in te reo maori, understanding of signs and symbols seen in a marae, use and understanding of other te reo topics.</p> <p>Notes and staff meeting minutes with MAC tutor Anaru.</p>	<p>None</p>	<p>Continue to build on 2024 momentum, but further define our goals and targets for te reo Maori.</p>

Strategic Goal 3: Barrier Free Access

Annual Target/Goal: Reduce barriers to education for all – including Māori and Pacific learners, those with disabilities and those with learning support needs.

Actions <i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i>	What did we achieve? <i>What were the outcomes of our actions?</i> <i>What impact did our actions have?</i>	Evidence <i>This is the sources of information the board used to determine those outcomes.</i>	Reasons for any differences (variances) between the target and the outcomes <i>Think about both where you have exceeded your targets or not yet met them.</i>	Planning for next year – where to next? <i>What do you need to do to address targets that were not achieved.</i> <i>Consider if these need to be included in your next annual implementation plan.</i>
<u>Action 1 – Assessment tasks will meet the needs of the learner</u>	<p>Literacy: BSLA AI generated assessment tasks based on what the children can do.</p> <p>Tier 2 and 3 identification and teaching</p> <p>Steps Web</p> <p>Embedding BSLA Structured Literacy Approach throughout year 1-4.</p> <p>This is our 5th year of BSLA in our school now.</p>	<p>Literacy</p> <p>Reading</p> <p>PAT's</p> <p>Below: half of previous % At increased by 5%, Above increased by 7%</p> <p>There has been an increase in average SS overtime.</p> <p>PAT overall not as good as what could have been done.</p>	<p>Tier 2 and 3 support structures in place.</p> <p>Identifying need early.</p> <p>Year 6's different strategies tried to assist.</p> <p>Senior class has a different teacher.</p>	<p>Participate in the University of Canterbury's trial of the Structured Literacy approach for Years 5-8.</p> <p>Participate in Ministry PLD for Literacy Teaching as required as BSLA</p>

		<p>Writing OTJ</p> <p>Below: % has been halved</p> <p>At: Same</p> <p>Above: about 10 %</p>	<p>BSLA groups support writing most progress in Jnr phases.</p>	<p>More learning about inference and computational thinking for teachers.</p> <p>Learn about the Phonic testing requirements of the Ministry by 2026</p> <p>PACT ve E-astle look at assessment.</p>
	<p>Mathematics: Assessment tasks with Numicon give opportunity for demonstration/discussion or individual response to problem solving tasks</p> <p>Maths Whizz is AI generated and responds to students' responses at their correct learning levels</p> <p>Embedding Numicon Structured Mathematics Approach throughout the year (This is our 5th year of Numicon now)</p>	<p>Mathematics</p> <p>Step stage increase overall even if child is below they have all made PAT SS progress.</p> <p>PAT's</p> <p>Below: 11% less</p> <p>At : 5% Increase</p> <p>Above: 8% increase.</p> <p>See progression in PAT overall</p> <p>Overall expected progress in PAT's not met.</p>	<p>Consistency and understanding of Numicon</p> <p>Previous years results but individual SS progress overtime has increased and reflect shift.</p>	<p>Check and revise the Math Numicon milestones as per the student data collected anecdotally, from evidence in their books, PAT and Math Whizz.</p> <p>Participate in Ministry PLD for Mathematics Teaching</p> <p>Stage change to phase</p>

<p>Action 2 –</p> <p>Engage and ensure Akonga gain sound foundation skills in literacy and numeracy</p>	<p>BSLA throughout the Junior School</p> <p>Structured Literacy in Senior School</p> <p>Numicon throughout the whole school</p> <p>Two teachers completed their UC Microcredentials for BSLA</p> <p>A deep dive with the Numicon provider into assessment of Numicon milestones. Developing assessment of Numicon that links with NZ Curriculum</p>	<p>See Assessment Data from BSLA</p>		<p>Learn further about the NZ Curriculum and develop further understanding of the Phases of learning. Staff need to be able to communicate these understandings to parents.</p> <p>To hold community evenings around the Curriculum for parents to help their understanding of the learning phases</p> <p>To investigate and consult with the ministry about reporting requirements for 2025</p>
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<p>Action 3 – Attendance - 90% of</p> <p>students attending 80% of the time.</p>	<p>Submit attendance termly to the Ministry</p> <p>Report to the Board at each meeting on attendance</p>	<p>Link to</p> <p>Term 4 Attendance Matters report</p>		<p>Submit attendance daily to the Ministry</p> <p>Be familiar with the new codes for attendance</p> <p>Consult the Maori and Pacific communities</p> <p>Consult our Filipino communities.</p>
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Strategic Goal 4: Quality Teaching and Leadership

Annual Target/Goal: Develop staff strengths in teaching explicitly Literacy and Numeracy. .

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Action 1 – Develop staff strengths in the pedagogy of explicit teaching	See Strategic Goal 3			
Action 2 – Develop staff leadership skills and develop mentoring systems for Professional Learning Conversations	Maths Leader lead the team all year through the Regionally allocated PLD with Maths associates	Mahi completed on alignment of the new curriculum with Numicon milestones. Milestone cards for assessment have been distributed to each class teacher for their 2025 teaching		Use the milestone assessment cards that are aligned to the curriculum. Become more familiar with the key conceptual understandings of teaching mathematics, through the nationally allocated PLD

Strategic Goal 5: Future of Work and Learning

Annual Target/Goal

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Action 1 – Collaborate with Rangitahi Pathways Initiative to explore goals and dreams of rangitahi and give them experiences of those goals.	Rangitahi Pathways was not as involved with our school in 2024 as in the previous year. We had water/wai trips planned to see testing etc at Kawhia and twice it didn't work out. We are in communication for 2025		Timetabling attention and notification ahead of time were challenges on both sides	To re-establish the connection and ensure that we do go on the wai/water trip that was planned for 2024

Strategic Goal 6 Documentation and Self Review

Annual Target/Goal: Board to lead the process of change through the review process. Board to receive regular reports of progress and achievement of akonga throughout the year

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Action 1 – Lead the Board to use the Governance Internal Evaluation Tool	Hautu tool has been on the agenda each Board meeting.			
Action 2 Lead the Board to use the HAUTU tool and focus on Strengthening Community	The focus on strengthening community was intentional and a shared response/understanding and action happened	The gatherings at Matariki and the beginning of 2024 picnic. A greater presence at school events and a willingness by the community to start re-connecting with friends of St Joseph's.		Continue with the Hautu goal. Complete the self review of Hautu goals again in April/May.

Action 3 Board to use the Term Checklists alongside the Principal checklists	These were shared with the Board PM and the Principal. Used for meetings together	Cohesion between PM and Principal and common goals and understandings.		To continue using these in 2025 and share them with the Board too.
Action 4 Board to listen and discuss the NZCEO videos sent out for Board development	About two or three of these videos were discussed during the year.	Discussion and recorded in minutes	Timing at meetings to complete the viewing was limited.	A new understanding for 2025 to watch them at home and then discuss them at the meeting.
Action 5 Ensure the school is resourced and financial and property plans are managed effectively.	Painting of the whole school Upgrading the front garden and adding new bark	Installed a new camera at the back of Rimu and more lights by the new PE shed Painting has been completed. In fact it was completed in October 2024		Playground Matting Cross Garden Development Spray for Moss and Mould and Bugs Purchase 5 new Chromebooks for WEDT Improve Signage

Planning for 2025/2026:

- **To continue embedding Structured Literacy using the BSLA approach**
- **To continue embedding Structure Mathematics using the Numicon approach.**
- **Involve the staff in a ‘deep dive’ into the conceptual understandings of teaching mathematics that underpin the new mathematics curriculum.**
- **Involve the staff in a ‘deep dive’ into structured literacy principles that underpin the new literacy curriculum**
- **To continue to evolve our understanding of the Religious Education new curriculum To Tatou Whakapono and structure its use throughout the school.**
- **To share with our community a deeper level of understandings of the new curriculums through workshops/open days and communications - beginning in Term 2 2025.**
- **Alongside the Hautu tool, develop a more structured approach to reviewing Catholic Character throughout the school - using the nzceo guidelines.**
- **Attend to the 2024 Catholic Evaluation Report findings and insert any recommendations into the 2025 work plan.**

