



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 2025](#)

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 2028
Bins Kathanadan Chackochan	September 2028
Serina Williams	September 2028
Robin Jacobs	September 2028
Mary Scobie	Proprietors' representative end
Paul Buist	Proprietors' representative end
Kirsten Erasmus	September 2028
Suzanne Downey	
Father Richard Cortes	2025 appointed

Strategic Goal 1: Religious Education Dimension 3 : Te Whakaatu Karaitiana - Christian Witness

(Catholic Special Character Evaluation for Development)

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

<p>Actions</p> <p><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve?</p> <p><i>What were the outcomes of our actions?</i></p> <p><i>What impact did our actions have?</i></p>	<p>Evidence</p> <p><i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes</p> <p><i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next?</p> <p><i>What do you need to do to address targets that were not achieved.</i></p> <p><i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Action 1 – Religious Education</p> <p>Attend all PD on implementation of Tō Tatou Whakapono.</p> <p>Use Diocese Education resource personnel to teach and support us.</p> <p>Collaborate with each other when planning.</p>	<p>Staff implemented this into the curriculum in 2025. Senior phases came online over the year.</p>	<p>Reports to the Board re the introduction of To Tatou Whakapono from the Principal and Director of Religious Education</p>	<p>The year went smoothly with reference to Religious Education.</p> <p>The communication and planning dropped off a bit when teachers were busy attempting to navigate the New Revised curriculum space.</p>	<p>Focus on the information classes - not at the beginning of the year, but later on, so revise the timing of these events.</p>

Strategic Goal 1: Religious Education Dimension 3 : Te Whakaatu Karaitiana - Christian Witness

(Catholic Special Character Evaluation for Development)

<p>Action 2 – Catholic Curriculum</p> <p>Parent Meetings for our new families</p>	<p>School provided support for the Parish Baptism programme</p> <p>Explored with MACS the character of the school and the introduction of a 'whakatauki'</p> <p>Reverence, Respect, Resilience</p> <p>Invite parents NE and Y2 each term to come together for whanaunga and learning</p> <p>Parent Portal information out to the Parents via the weekly Principal SMORE</p>	<p>Recorded discussions with MACS tutor and staff</p> <p>Attendance of the parents was good and the engagement with their learning was intentional. Religious Education was a small part of these gatherings.</p>	<p>Needing a person with iwi wisdom to provide support with the language and intent that i wanted through a whakatauki</p> <p>Refocus part of the gatherings onto the Religious Education Curriculum of the school.</p>	<p>Contact the manawhenua to come and support us in this process. (This person has just been assigned to us by the iwi.</p>
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Strategic Goal 1: Religious Education Dimension 3 : Te Whakaatu Karaitiana - Christian Witness

(Catholic Special Character Evaluation for Development)

Action 3 - Leadership

Staff to complete Having Life to the Full Course (started in 2023)

2025: This course needs to be completed and the curriculum for our school written. Consultation with the community can then be completed.

This has not been completed in 2025.

The course was not well received by the staff and was time framed unrealistically for our school.

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.

This was extended to add another day that we did not have available in 2025.

To take part in another Religious Education PLD that is provided by Te Kupenga.

To all do it together. School to allocate one PLD day and the staff to allocate one of their holidays days to come together and undertake one paper in Religious Education.

Strategic Goal 2: Learners at the Centre:

Annual Target/Goal: Have high aspirations for every akonga and design education that responds to their needs, and sustains their identities, language and culture.

<p>Actions</p> <p><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve?</p> <p><i>What were the outcomes of our actions?</i></p> <p><i>What impact did our actions have?</i></p>	<p>Evidence</p> <p><i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes</p> <p><i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next?</p> <p><i>What do you need to do to address targets that were not achieved.</i></p> <p><i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Action 1 – New Curriculum implementation - Mathematics and Literacy</p> <p>Complete the final two PLD days in mathematics.</p>	<p>Staff attended Ministry PLD in Maths T2 and T3 and beginning of 2025 so have completed three now</p> <p>Continued with MAC pd and began the journey of rebranding our school with a whakatauke we have never had before.</p>	<p>Rolls that were taken on the day</p>	<p>Positive start to exploring the new curriculum and then the refreshed curriculum in mathematics.</p> <p>Highlighting and seeing the differences was challenging.</p> <p>St Joseph's became an Advocacy School for Numicon Mathematics</p>	<p>Complete the final two PLD days in mathematics.</p> <p>Have our Advocacy School open day once a term and prepare for the new reporting and assessment formats</p>

<p>Action 2 –</p> <p>Assessment for Learning practices embedded into practice</p>	<p>Explored the Science of Learning and the pedagogies that sit behind the science to make the best learning happen for the children.</p>	<p>Evidence in the classroom that the Science of Learning is being used</p> <p>Revision, Reduction of Cognitive Load, Explicit Teaching, Reflection and Review</p>	<p>Still and ongoing learning happening and research and exploration into the pedagogies that work best for our students.</p>	<p>Continue to review and learn about SOL and take the learning into the understanding and implementation of the new assessment and reporting frameworks.</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>Second year as a MAC school</p>	<p>Presentation at the Kapa Haka festival</p>	<p>Finances for the new uniforms were challenging and we need to do more in this space.</p>	<p>Make Te Reo and tikanga more visible throughout the whole school and community</p> <p>Consult with Manawhenua about a new Kapa Haka tutor.</p>

Strategic Goal 3: Personnel, Property and Finance, Health and Safety

Annual Target/Goal: To continue the CC Self Review process and provide evidence of sound health and safety management for the akonga

<p>Actions</p> <p><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve?</p> <p><i>What were the outcomes of our actions?</i></p> <p><i>What impact did our actions have?</i></p>	<p>Evidence</p> <p><i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes</p> <p><i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next?</p> <p><i>What do you need to do to address targets that were not achieved.</i></p> <p><i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Regular Board Self Review</p> <p>Effective appraisal and attestation through the PGC</p> <p>computational thinking for teachers.</p> <p>Learn about the Phonic testing requirements of the Ministry by 2026</p>	<p>Used the Catholic Character Dimensions and achieved one Dimension per year as recommended.</p> <p>Phonics testing has had PLD and has now progressed to PLD completed for online assessments also</p>	<p>See the Board folder for this dimension</p> <p>The tests taken themselves uploaded to the Ministry</p>	<p>A few dates and ages to sort out for students who started at 6yrs or began school later than 5 yrs.</p>	<p>Summarise this dimension and begin the next dimension.</p> <p>Continue with this as expected in 2026/7</p>

<p>PACT ve E-astle look at assessment.</p>	<p>Did not do this as the new SMART tool and curriculum markers and expectations were being rolled out by the Ministry</p>	<p>Ministry website</p>		<p>Continue with PAT and trial SMART as well.</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>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>Consistency and understanding of Numicon</p> <p>Previous years results but individual SS progress overtime has increased and reflect shift.</p>	<p>To unpack and learn more content in the Maths RF Curriculum and the alignment that Numicon has with it.</p> <p>Review and refresh the assessment in Numicon with the RF Curriculum, Markers/Rubric and Expectations.</p> <p>Obtain more student voice about Maths that reflects the shift in the students ability to explain their thinking strategies.</p>

<p>Action 2 –</p> <p>Engage and ensure Akonga gain sound foundation skills in literacy and numeracy</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 2026</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>No community meetings were held. A google form for consultation was sent out to parents and the Junior school teachers led termly meetings with their parents about literacy and numeracy.</p>	<p>See Assessment Data from BSLA</p>	<p>See Assessment Data</p>	<p>Continue to refine and review the BSLA throughout the school and plan for sustainability in the teaching staff.</p>
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<p>Action 3 – Attendance - 90% of students attending 80% of the time.</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>	<p>Submit attendance termly to the Ministry</p> <p>Report to the Board at each meeting on attendance</p> <p>Attendance Plan has been prepared and is up on the website.</p> <p>The attendance service has spoken to the principals about their role and how they see the reporting working in our area.</p> <p>Staff are more familiar with the codes and attending to the communication back to the office regarding student absences</p> <p>Attendance Matters reports are presented and monitored by Board and Staff</p>	<p>Link to</p> <p>Term 4 Attendance Matters report 2025</p>		
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Strategic Goal 4: Quality Teaching and Leadership

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

<p>Actions</p> <p><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve?</p> <p><i>What were the outcomes of our actions?</i></p> <p><i>What impact did our actions have?</i></p>	<p>Evidence</p> <p><i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes</p> <p><i>Think about both where you have exceeded your targets or not yet met them.</i></p>	<p>Planning for next year – where to next?</p> <p><i>What do you need to do to address targets that were not achieved.</i></p> <p><i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Action 1 –</p> <p>Develop staff strengths in the pedagogy of explicit teaching</p>	<p>See Strategic Goal 3</p>			

<p>Action 2 –</p> <p>Develop staff leadership skills and develop mentoring systems for Professional Learning Conversations</p>	<p>Maths Leader lead the team all year through the Regionally allocated PLD with Maths associates</p> <p>Science of Learning has been explored and discussed along with the pedagogy that is necessary to implement the aspect of SofL</p>	<p>Mahi completed on alignment of the new curriculum with Numicon milestones.</p> <p>Milestone cards for assessment have been distributed to each class teacher for their 2025 teaching</p> <p>The language of the teachers and the pedagogical shift.</p> <p>‘cognitive load’ differentiation for the learner, working memory, review, explicit instruction, scaffolding, structured teaching sequences, application, contextual learning, practice.</p>	<p>Ministry of Education implemented change, but also the new information that has now been provided about the brain and how it learns best. Knowing what is physically happening has changed the external ‘delivery’ of a knowledge rich curriculum.</p>	<p>Use the milestone assessment cards that are aligned to the curriculum.</p> <p>Become more familiar with the key conceptual understandings of teaching mathematics, through the nationally allocated PLD</p> <p>The Numicon advocate school role has lifted our staff conversation to a reflective and more collaborative understanding as well.</p>
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Strategic Goal 5: Future of Work and Learning

Annual Target/Goal

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 – 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

<p>Actions</p> <p><i>List all the actions from your Annual Implementation Plan for this Annual Target/Goal.</i></p>	<p>What did we achieve?</p> <p><i>What were the outcomes of our actions?</i></p> <p><i>What impact did our actions have?</i></p>	<p>Evidence</p> <p><i>This is the sources of information the board used to determine those outcomes.</i></p>	<p>Reasons for any differences (variances) between the target and the outcomes</p>	<p>Planning for next year – where to next?</p> <p><i>What do you need to do to address targets that were not achieved.</i></p> <p><i>Consider if these need to be included in your next annual implementation plan.</i></p>
<p>Action 1 –</p> <p>Lead the Board to use the Governance Internal Evaluation Tool</p> <p>Focus on the completing the dimensions of a Catholic School - one a term</p>	<p>Hautu tool has been paused for a while as the Board focuses and learns about the Catholic Internal Evaluation Tool - The four Dimensions.</p>	<p>A running document from each Board meeting is in the Board folder</p>	<p>Interesting to see that the Hautu tool focus and the Catholic IETool using the Dimension for this year, were very closely aligned.</p>	<p>Choose another Dimension and complete that over the year.</p> <p>Reflect on the Hautu tools alignment</p>
<p>Action 2</p> <p>Lead the Board to use the HAUTU tool and focus on Strengthening Community</p> <p>Continue with the Hautu goal. Complete the self review of Hautu goals again in April/May.</p>	<p>Continuing focus on strengthening community was intentional and a shared response/understanding and action happened</p>	<p>The gatherings at Matariki</p> <p>A greater presence at school events and a willingness by the community to start re-connecting with friends of St Joseph's.</p> <p>The willingness to attend Mass with the children as a community celebration.</p> <p>Increased attendance at school events and willingness to participate and be involved</p>	<p>Reflection that the confidence to come back into the life of the school is returning to our kura is a very positive one.</p>	

<p>Action 3</p> <p>Board to use the Term Checklists alongside the Principal checklists</p>	<p>These were shared with the Board PM and the Principal.</p> <p>Used for meetings together</p>	<p>Cohesion between PM and Principal and common goals and understandings.</p>		
<p>Action 4</p> <p>Board to listen and discuss the NZCEO videos sent out for Board development watch them at home and then discuss them at the meeting.</p>	<p>About two or three of these videos were discussed during the year.</p> <p>The focus changed throughout the year.</p>	<p>Discussion and recorded in minutes</p>	<p>Timing at meetings to complete the viewing was limited.</p>	<p>A new understanding for 2025 to watch them at home and then discuss them at the meeting.</p>
<p>Action 5</p> <p>Playground Matting</p> <p>Cross Garden Development</p> <p>Spray for Moss and Mould and Bugs</p> <p>Purchase 5 new Chromebooks for WEDT</p> <p>Improve Signage</p>	<p>Funding is an issue as the budget is not able to cover the playground matting. The board has engaged someone to help us get grants for these.</p> <p>The Property Maintenance Top Up will pay for the Roof and Bug spray</p> <p>We only purchased 3 new computers</p> <p>No signage was improved</p>			

Planning for 2026/2027:

- **To continue learning about the Science of Learning and using the principles to embed Structured Literacy using the BSLA approach and Structure Mathematics using the Numicon approach.**
- **To provide PLD and support to staff around the implementation of the Refreshed 2025 Curriculum and the Assessment and Reporting changes that accompany the new 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.**
- **To begin consultations with each of our cultural communities.**
- **To regularly at Board meetings review the Catholic Character Dimension (one per year)**
- **Attend to the 2024 Catholic Evaluation Report findings and insert any recommendations into the 2025/6 work plan.**

