

STRATEGIC GOAL 2

“ Actively reduce barriers for all students, creating an environment that promotes a sense of belonging. ”

STRATEGIC GOAL 1

“ Safeguard and strengthen Catholic Special Character in a culturally responsive and inclusive manner. ”

STRATEGIC GOAL 3

“ Ensure all our people are able to achieve their potential in the context of Te Mātaiaho ”



foundations and faith
FOR THE FUTURE

Strategic Plan 2024 - 2025

STRATEGIC GOAL 4

“ Be a school that is authentically Aotearoa New Zealand. ”



Our mission: *To provide a caring Catholic environment where Tamariki rights and individual needs are always considered, independence and confidence are fostered, and children are challenged to produce their best efforts.*

Our Values



Aroha
Love



Mahitahi
Cooperation



Ratonga
Service



Manawaroa
Resilience

Summary of the information used to develop this plan:

The previous Strategic Plan for St John Bosco was scheduled for 2022-2024. We have had a change in Principal in Term 4 after a longstanding Principal has moved on. Throughout 2023 consultation was done in relation to the school vision, values, reporting to whanau, whanau hui and staff and board reviews. This plan strategic plan will combine the current plans and improvement goals with new information gathered in 2023 and Term 1 of 2024.

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| <p><i>Strategic Goals</i></p> | <p>1.Safeguard and strengthen our Catholic Character in a culturally responsive and inclusive manner.</p> <p><u>Primary objective: 1b, 2a</u></p> <p>The board must have particular regard to the statement of national education and learning priorities issued under section 5;</p> | <p>2.Actively reduce barriers for all students, creating an environment that promotes a sense of belonging.</p> <p><u>Primary objective: 1c, 1b, 2a</u></p> <p>A board needs to ensure that school is a physically and emotionally safe place for all students and staff; and gives effect to relevant student rights set out in this Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993;</p> | <p>3.Ensure all our people are able to achieve their potential in the context of Te Mātaiaho.</p> <p><u>Primary objective: 1a, 2a, 2b</u></p> <p>A board's primary objective in governing a school are to ensure that every student at the school is able to attain their highest possible standard in educational achievement;</p> | <p>4. Be a school that is authentically Aotearoa New Zealand.</p> <p><u>Primary objective: 1d, 2a</u></p> <p>The school gives effect to Te Tiriti o Waitangi, including by—working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori.</p> |
| <p><i>Links to Education requirements and informing documents</i></p> | <p><u>NELP 1, 3, 5</u></p> <p><u>To tatou whakapono</u></p> <p><u>PNCEO strategic plan 2023-25</u></p> | <p><u>NELP 1, 3, 5</u></p> <p><u>Attendance and engagement strategy</u></p> <p><u>NZ disability strategy</u></p> <p><u>UNCROC</u></p> | <p><u>NELP 1, 2, 3, 4, 6</u></p> <p><u>Te Mataiaho - the refreshed curric'</u></p> <p><u>Social Sciences</u></p> <p><u>English</u></p> <p><u>Mathematics & Statistics</u></p> | <p><u>NELP 1,2, 3, 5</u></p> <p><u>Hau tu indicators</u></p> <p><u>Te hurihanganui</u></p> <p><u>Ka hikitia</u></p> |

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| <p><i>Success Statements</i></p> | <p>SG1: We are an authentically Catholic environment where we all experience grace, holiness, wisdom and justice, continuing the mission of Jesus as the foundational ethos of our school.</p> | <p>SG2: All students and their whānau feel empowered, supported and whanaungatanga is at the heart of all we do.</p> | <p>SG3: Our people reach their own potential and standards of excellence in all areas of school life.</p> | <p>SG4: Our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori. We take reasonable steps to ensure te reo and tikanga is available and work to achieve equitable outcomes for all students.</p> |
| <p><i>Rationale for the Strategic Goal</i></p> | <p>SG1. Our Catholic schools exist to provide a genuine encounter with the living God. We support the ongoing transformation and kaitiakitanga of Catholic schools within their faith communities in Te Rohe Pīhopa o Te Papaioea.</p> | <p>SG2. As a Catholic faith community we believe in the innate dignity of all human beings. Every person has infinite worth and they will know and feel this at our kura.</p> | <p>SG3. We are committed to growing and nourishing a thriving community (Mātaitipu hei papa whenuakura.). This aligns to our core teaching beliefs:</p> <ol style="list-style-type: none"> 1. Foundation learning and pono in place. 2. Balanced social and emotional lifelong learners. 3. Teachers are seen as coaches and value shared leadership. 4. Powerful learning experiences and environments. 5. Striving for excellence. | <p>SG4. We respect and uphold the bi cultural heritage of Aotearoa New Zealand and strive to build an equitable society with quality outcomes for all students. We have listened to and read the strategic plan of Te Atiawa. We also acknowledge the key educational principles of Taranaki iwi:</p> <ol style="list-style-type: none"> 1. To facilitate opportunities to be well educated and to participate in lifelong learning; 2. To promote and reward excellence; 3. To enable equal access to quality education and training opportunities; and 4. To harness a commitment to the objectives of Te Kāhui o Taranaki Iwi |



Strategic Initiatives 2024 - 2025

Complete 2024

Added 2025

Continue work

| <i>Initiatives</i> | | | | |
|--------------------|---|---|--|---|
| <i>Measures</i> | <p>New curriculum (To Tatou Whakapono) implemented in line with NZCEO timelines.</p> <p>Sacred space is created and is utilised by all in our school.</p> | <p>Barriers are identified and tangible steps are taken to reduce these and improve outcomes.</p> <p>Children are involved in the development of the inclusive playspace. This is created, used and reflective of students ideas.</p> <p>Attendance is 93% + each term on HERO . 80%+ at 90% on Everyday Matters</p> | <p>Consistently high achievement levels (90%) in reading, writing and maths.</p> <p>Schoolwide HERO learning progressions in all areas are in line with refreshed documents for each learning area with Te Mātaiaho.</p> <p>Staff are provided with opportunities to learn, lead and grow.</p> | <p>Waharoa project is complete and has been a truly collaborative project between school and whanau taking into account local tikanga.</p> <p>We root our te reo and te ao maori learning in real contexts, experiences and purposes.</p> |

1.1 New curriculum (Tō Tātou Whakapono) implemented (Dimension 2: Mā Te Mātauranga ka Tipu - Growth in Knowledge)

1.2 Develop a sacred space (Dimension 1: Te Tūtaki ki a Te Karaiti - Encounter with Christ and Dimension 4: Te Kaitiakitanga Me Te Whakapakari - Te Tuakiri Katorika - Safeguarding and Strengthening Catholic Special Character Stewardship)

2.1 Take further steps to ensure our school is inclusive and caters for all children

2.2 All children are involved in the kaitiakitanga (guardianship) of our whenua (land) in and out of school (development of the physical space) with particular regard to places in our pepeha

2.3 ensure attendance rates meet national expectations

3.1 Strategically and deliberately curate our localised curriculum in line with the curriculum refresh

3.2 Continue to refine and develop our HERO processes and reporting.

3.3 Strengthen teaching, leadership and learner support capability.

4.1 Complete the implementation of a waharoa at the entrance to our school.

4.2 Connect our people to Te Ao Maori through authentic contexts and real experiences of te reo maori, tikanga, and connection to the whenua

4.3 embed the stories of our waharoa in our community

4.4 form a strong relationship with our new kapa haka tutor

Annual Plan

2025



Summary of the plan

We have four major foci: Catholic Special Character, Inclusive Education, Curriculum & Achievement, Te Tiriti O Waitangi. Each of these areas will have two initiatives that when carried out will enhance our environment, create better outcomes for children and enable us to better meet our obligations as an educational institution in Aotearoa, New Zealand in 2024-25.

Where we are currently at:

Regulation 9(1)(e)

St John Bosco School situated in the heart of Fitzroy, a beautiful suburban beach community, located in New Plymouth. Children are drawn equally from Fitzroy, Merrilands, Pukekura and Bell Block. 18% of whom identify as Maori, 4% who identify as Pasifika, 62% as New Zealand European and 8% Asian and 8% other ethnic origin. Our school community exists within the Roman Catholic Community of the Diocese of Palmerston North and acknowledges Bishop John Adams as the administrator. The school is situated alongside the Parish Church Our Lady Help of Christians as a part of the Ngamotu Combined Parish. St John Bosco School is a Roman Catholic School for boys and girls from Y0 – Y6 offering education with a special character. St John Bosco is a U4 State Integrated school, which has an equity index of 387. In 2024, the school will be staffed at 15.29 teachers to cater for a maximum roll of 275. In 2025 we are staffed on 16.09. The increase is due to new provisions in the collective agreement around classroom release time for teachers and permanent unit holders.

Our previous strategic goals, that we seek to build on, have been:

Our Tamariki will experience a values based Catholic environment within an inclusive, health promoting hāpori whānui.

All Tamariki inclusive of those with learning needs will experience quality teaching through the engagement of challenging, personalised matea ako programmes.

To strengthen and enhance whānau & community engagement.

Through shared agency our Tamariki /staff will be supported in their ako through focused use of resources and opportunity to follow talents and meet targets.

Innovation will be seen as a key tool in the teaching and learning process for Tamariki and teachers.

Our school has recently implemented a range of initiatives designed to achieve those goals including structured literacy, 1:1 device availability across the school to enable student agency and goal based progression reporting via HERO. These initiatives are now shifted to 'business as usual' but will continue to be reviewed and improved for effectiveness and efficiency. Our localised curriculum is a living, breathing document and will continue to evolve and be agile and responsive to Te Mataiaho and any other initiatives and developments.

Throughout 2025 we will work through a process for building the next Strategic Plan (2026-2028).

How will our targets and actions give effect to Te Tiriti o Waitangi: [Regulation 9\(1\)\(g\)](#)

St John Bosco School recognises the importance of New Zealand's bicultural diversity and the unique position of Maori culture. In doing so we acknowledge the unique position of Māori as tangata whenua. St John Bosco School will provide opportunities that support its students' in te reo and tikanga Māori. (Education Standards Act 2001)

At St John Bosco School we have high expectations for all our students in their educational progression and achievement. We will continue to ensure that Māori can effectively achieve 'educational success as Māori', "students who are expected to succeed are more likely to succeed" - Ka Hikitia.

Achievement of Maori students is regularly reported to the Board and we will continue to have a relentless focus on raising Maori achievement. We will continue to have the acceleration of Māori achievement as a key priority area.

From our Whānau Hui, we have devised clear goals that we aim to achieve to further strengthen the partnership between school and our Māori community. A key conduit to achieving these goals is the establishment and continuation of our Whānau Hui group, who meet to discuss what is important for Māori and how we can further progress the learning of their tamariki. To raise the prominence of Māori in our school and to grow the capacity, understanding and application of Tikanga and Te Reo in our school, we will immerse the children in Tikanga. Alongside this, we aim to grow our school Kapa Haka group, to be a proud representation of our Māori learners and the 2024 initiative of building a waharoa came from our whānau hui. The associated learning and connection that comes with that will further enhance this..

The board demonstrates its recognition of New Zealand's cultural diversity through:

The integration of te reo o nga tikanga Maori in class as and when appropriate

To grow the use of, and correct pronunciation of Te Reo throughout our school.

To engage and involve our whānau through hui and community events

To consult with whānau was part of our regular self review

To continue to grow and celebrate our Kapa Haka group

To have a school kaumatua / Kuia and links with local Iwi and Hapu who can assist us with Tikanga and our understanding

Reflecting the unique place of Maori within our policy documentation and curriculum statements through Ka hikitia, TeTataiako & Kotahitanga

The continual development of policies and practices that reflect New Zealand's bicultural uniqueness.

Providing all students with experiences and understandings in cultural traditions, language and local history

Biannual visits by students to the local Marae

Inclusion of a Waharoa at the entrance to our kura.



Annual Plan for Strategic Goal 1:

2025 Catholic Character

| Initiative | Actions | Responsibility | When | Outcomes |
|--|---|--|--|---|
| 1.1 New curriculum (Tō Tātou Whakapono) implemented (Dimension 2: Mā Te Mātauranga ka Tipu - Growth in Knowledge) | DRS to work with Year 5 and 6 teachers to explore and navigate the Curriculum website and resources as they become available. | DRS, Year 5 and 6 teachers | Ongoing as available Complete end 2025 | New Curriculum is fully implemented across the school. |
| | Refine our School planning format for RE | DRS, Senior Management Team | Begin in Term 3. Reviewed in time to start 2026 | Planning format refined and developed for whole school. Is consistently being used to plan and inform our teaching programmes |
| | Work with PNCEO education team to develop Assessment tasks to show achievement in RE Curriculum Achievement Objectives | DRS, Senior Management Team | Ongoing as available. Reviewed end of 2025 ready to implement in 2026. | Suitable assessment tasks are developed to assess Achievement Objectives in RE curriculum. |
| 1.2 Develop a sacred space (Dimension 1: Te Tūtaki ki a Te Karaiti - Encounter with Christ and Dimension 4: Te Kaitiakitanga Me Te Whakapakari - Te Tuakiri Katorika - Safeguarding and Strengthening Catholic Special Character Stewardship) | Decide on suitable outdoor space in school grounds | BOT, Principal, Caretaker, DRS, | Complete end Term 2 | Suitable outdoor space is located. |
| | Visit other Sacred Spaces for inspiration and ideas | DRS, Principal | During Term 1 and 2 | Other local places are visited and analysed. |
| | Consider what is important and needs to be included in the space. Will it have a theme or focus? | DRS, Principal -Staff, student, and school community consultation | Complete End Term 2 | Ideas for SJB Sacred space are confirmed |
| | Organise funding | BOT, Principal, | End of Term 2 - so available when needed. | Funding is available when needed for construction |



Annual Plan for Strategic Goal 2:

2025 Inclusive education

| Initiative | Actions | Responsibility | When | Outcomes |
|---|---|------------------------------------|--|---|
| 2.1 Take further steps to ensure our school is inclusive and caters for all children | Bespoke our early literacy support systems via analysis and cross referencing of current and new requirements | Principal DP's Literacy Lead | Begin immediately - first version documented end of Term One | Procedure for the pathway into literacy intervention is created. The pathway and expectations are aligned with the Refreshed Curriculum objectives. |
| | Adapt assessment systems to new expectations | Principal DP's | Review Term One, adapt as information comes to hand | Assessment procedures are clear and aligned to the Refreshed Curriculum. New assessment guidelines and timeline created. |
| | Strengthen ESOL systems identification procedures | Principal ESOL Teacher SENCO | Completed end of 2025 | ESOL systems and identification process is clear and meets recommendations outlined in report |
| | Improve transition info | Principal DP Junior Teachers | Begin immediately | Increased relationships between preschool, home, school, and any outside agencies involved. Information sharing between all parties involved to ensure successful transition into school. |
| 2.3 Lift attendance and reduce absence of students | Embed new attendance codes | Office Administrator and Principal | Begin immediately with ongoing monitoring. | 80% of children attending 90% of the time |
| | Report attendance daily to MOE | Office Administrator and Principal | Begin immediately | Our attendance data sent through at 6pm each night - automated by HERO. |
| | Community comms around attendance measure and rates | Principal | Begin immediately | Our community are informed and educated. Attendance meets targets of 80/90. |



Annual Plan for Strategic Goal 3:

2025 Curriculum & Achievement.

| Initiative | Actions | Responsibility | When | Outcomes |
|--|---|--|---|---|
| 3.1 Strategically and deliberately curate our localised curriculum in line with the curriculum refresh | Implement the refreshed mathematics curriculum via an implementation plan | DP, Maths Lead | Complete by end of 2025 | Refreshed mathematics curriculum is implemented within class programmes. |
| | Implement the refreshed literacy curriculum via an implementation plan | DP, Literacy Lead | Complete by end of 2025 | Refreshed literacy curriculum is implemented within class programmes. |
| 3.2 Continue to refine and develop our HERO processes and reporting systems. | Choose new milestone increments | Principal, DPs | Complete by end of Term 1, 2025. | New milestones are inline with new curriculum. |
| | Realign goals to match refreshed curriculum expectations | Principal, DPs | Complete by end of 2025 | Goals are adjusted to new NZ curriculum |
| | Align reporting systems to new govt' expectations | Principal, DPs | Ongoing and adapted in real time as information comes to hand. Complete by end of 2025 | Reporting to whanau is inline with Ministry expectations and guidelines. |
| | Focus group for HERO review | Principal, DPs, focus group of parents | Begin late Term 1. Complete by end of 2025 | Focus group has been involved in discussing HERO and how to improve this so it is clear and easy for parents. |

Underpinning this goal is the desire to maintain 90% or more of our students achieving at or above expectations. This comes with a caveat that the expectations of the curriculum will increase at each level as we implement the refreshed curriculum. We will continue to use NZCER external assessment measures and create Priority Learner Profiles (actions plans) for all students identified as not meeting expectations in the year prior - this is 'BAU' at St John Bosco School so isn't an annual plan initiative or action but will continue to be reviewed for effectiveness.



Annual Plan for Strategic Goal 4:

2025 Te Tiriti o Waitangi

| Initiative | Actions | Responsibility | When | Outcomes |
|---|--|---------------------------------------|--|--|
| 4.3 Embed our waharoa stories in our community | T1 CRT teaching to feature our waharoa Each Term day 1 new entrants brought through T1 Inquiry to feature our waharoa Host MAC Principals to tell "our story" Bring interschool teams through. | CRT teachers, all teaching staff, SLT | Term 1 and embed into 'Our Story' inquiry unit for the future. | Students have sound understanding of the stories embedded within our Waharoa. New students are brought through the waharoa. MAC Principals have attended and heard 'our story' |
| 4.4 Form a strong partnership with our new Kapa Haka tutor | Sign on with new tutor Bring to meet staff at morning tea Mihi whakatau to welcome through our waharoa. Teachers committed to the sessions. | SLT | Term 1 and ongoing | We have our new Kapa Haka tutor within our Kura and programme. We work well together. Kapa haka is well attended, vibrant and of a great standard. |