

1 January 2024 - 31 December 2025.

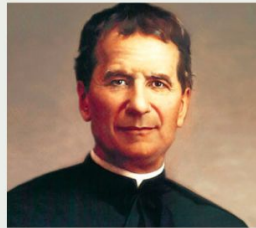


foundations and faith
FOR THE FUTURE



**Aroha
Love**

SJB foundations and faith
FOR THE FUTURE



**Ratonga
Service**

SJB foundations and faith
FOR THE FUTURE



**Mahitahi
Cooperation**

SJB foundations and faith
FOR THE FUTURE



**Manawarua
Resilience**

SJB foundations and faith
FOR THE FUTURE

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.

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.

<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>

<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

<p><i>Initiatives</i></p>	<p>1.1 New curriculum (Tō Tātou Whakapono) implemented (Dimension 2: Mā Te Mātauranga ka Tipu - Growth in Knowledge)</p> <p>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)</p>	<p>2.1 Take further steps to ensure our school is inclusive and caters for all children</p> <p>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</p>	<p>3.1 Strategically and deliberately curate our localised curriculum in line with the curriculum refresh</p> <p>3.2 Continue to refine and develop our HERO processes and reporting.</p> <p>3.3 Strengthen teaching, leadership and learner support capability.</p>	<p>4.1 Complete the implementation of a waharoa at the entrance to our school.</p> <p>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</p>
<p><i>Measures</i></p>	<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</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>

Annual Plan

2024



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.

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.

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 hapori 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 whanau & 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.

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



Annual Plan for Strategic Goal 1:

2024 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)	Create an implementation Timeline for staff	DRS, Curriculum lead (DP), all teachers.	Y1/2 ongoing 2024 Y3/4	We implement the new RE curriculum in line with timelines. Our religious education curriculum will become rich, enlivened
	Participate in Diocese and CEO professional development	DRS, Teachers Y0-4	Begin Term 1, 2024	Staff are confident, excited and feel competent and knowledgeable
	Explore Assessment tasks to show achievement in RE curriculum Objectives	DRS, Curriculum lead (DP)	Begin Term 3 and ongoing 2024	We create assessment tasks that include qualitative and quantitative evidence of achievement.
	Navigate and understand the new resources provided on Tō Tātou Whakapono Website and how we utilise those. Create a plan to Integrate and connect these with our own local curriculum site.	DRS, Curriculum lead (DP), all teachers.	Begin Term 1 and Ongoing 2024	Greater understanding around Tō Tātou Whakapono website and resources connect to our own local curriculum site.



Annual Plan for Strategic Goal 2:

2024 Inclusive education

Initiative	Actions	Responsibility	When	Outcomes
2.1 All children are involved in the kaitiakitanga (guardianship) of our whenua (land) in and out of school (development of the physical space)	Create an Inclusive playspace where our current sandpit is.	Principal, DP, Brent, Cath	Begin Term 1, 2024	Playspace is inclusive and accessible to all students, student ideas and voice is reflected in the design.
	Continue to develop school spaces for learning, playing and growing. Connect with whānau members who have passions and skills in this area. Seek opportunities beyond our school walls giving particular regard to the features of our pepeha	Principal, DP, Green Guardians, all teachers.	2024	Values of kaitiakitanga are embedded throughout the school. Children know significant sites in our pepeha and have made a contribution to their sustainability.
	Imagery and signage for our school frontage and entrance.	Principal	Begin Term 4, 2024	Our school name and logo is visible to all and makes a connection to our Parish.



Annual Plan for Strategic Goal 3:

2024 Curriculum & Achievement

Initiative	Actions	Responsibility	When	Outcomes
3.1 Strategically and deliberately curate our localised curriculum in line with the curriculum refresh	<p>Create a curriculum refresh schedule by learning area.</p> <p>Update and refine our local curriculum in response to new initiatives and changes.</p>	Principal, DP, utilising external experts	Begin Term 1, 2024 and ongoing	<p>We implement the refreshed curriculum on time.</p> <p>Our local curriculum is in line with new developments whilst retaining the fundamentals</p>
3.2 Continue to refine and develop our HERO processes and reporting.	<p>Refresh HERO progressions where necessary</p> <p>Create a plan to review and improve reporting.</p>	Principal DP, utilising external experts	Begin Term 1, 2024 and ongoing	<p>HERO goals are streamlined and refreshed inline with Te Mātaiaho</p> <p>Reporting has been streamlined and improved.</p>
3.3 Strengthen teaching, leadership and learner support capability.	<p>Springboard Trust High Performing Leadership Teams.</p> <p>Enable new leaders to take on responsibility in curriculum areas within a framework for success.</p>	Principal, SLT	<p>Term 3, 2024</p> <p>Term 1</p>	<p>Leaders are empowered, new leaders emerge.</p> <p>Best practice is shared, modelled and adopted ensuring consistency of pedagogy across the school.</p>



Annual Plan for Strategic Goal 4:

2024 Te Tiriti o Waitangi

Initiative	Actions	Responsibility	When	Outcomes
<p>4.1 Complete the implementation of a waharoa at the entrance to our school.</p>	<p>Principal to engage in further MAC. Read and share learning from Te Whare Tapu o Te Ngakau Maori. Continue whanau hui and community input to ensure it is a collaborative project Connect with people with the appropriate skill and knowledge</p>	<p>Principal, Whanau hui team.</p>	<p>Term 1 and ongoing</p>	<p>A waharoa is created that reflects the values and aspirations of our diverse community, showing we walk in multiple worlds.</p>
<p>4.2 Connect all people to Te Ao Māori through authentic contexts and real experiences of te reo maori, tikanga, and connection to the whenua.</p>	<p>All classes tour the aspects of our pepeha and learn stories of significance Develop a range of student and staff leaders who are confident and competent Staff visit Parihaka marae</p>	<p>All staff</p>	<p>Term 1 and ongoing</p>	<p>Our people are actively involved in authentic and meaningful experiences in Te Ao Māori me ōna Tikanga</p>