



Strategic Plan 2024, 2025 extended to 2026

Our Values:

Love

Service

Co-operation

Resilience

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.

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. ”

<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> 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> 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> 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> 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 are available and work to achieve equitable outcomes for all</p>

				students.
<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 Pihopa 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



Annual Plan

2026

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 2026 and meet the education and training acts primary objectives for school boards.

How have we arrived at these initiatives?

Our 2026 initiatives and actions are in place in response to:
national curriculum changes
ministry of education directives around enrolment and
MAC advisory and maori student survey
ERO next steps
Staff evaluation and input

Where we are currently at:

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 2026, the school will be staffed at 15.8 to cater for a maximum roll of 275.

Our previous strategic goals (prior to 2024), 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 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.

Over the past decade our school has implemented a range of initiatives designed to achieve those goals including structured literacy, 1:1 device availability across the school to enable student agency, goal based progression reporting via HERO and maintained a strong commitment to the principles of Te Tiriti o Waitangi. 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/The refreshed NZC and any other initiatives and developments. The changes to the refreshed curriculum necessitate changes to how our systems for student agency, progression based reporting and general pedagogy operate.

Throughout 2025 we began work consulting for the next Strategic Plan (2026-2028). The previous Strategic Plans have been extended till the end of 2026.

How will our targets and actions give effect to Te Tiriti o Waitangi:

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

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

Engaging and involving our whānau through hui and community events

Consulting with whānau was part of our regular self review

Continuing to grow and celebrate our Kapa Haka group

Having 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, Te

Tataiako & 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 a local Marae

Inclusion of a Waharoa at the entrance to our kura, embedding of the stories and intentional inclusion of it into our school tikanga.

1. Safeguard and strengthen our Catholic Character in a culturally responsive and inclusive manner.

Initiative		1.1 New curriculum (Tō Tātou Whakapono) implemented (Dimension 2: Mā Te Mātauranga ka Tipu - Growth in Knowledge)		
Actions	Responsibility	When	Outcomes	
Refine our School wide planning format for RE in line with PNCEO guidance.	Jodie, Katie	Term 1	School wide planning format for RE is fully implemented.	
Develop Assessment tasks to show achievement in RE Curriculum Achievement Objectives	Jodie and staff	Ongoing - unit by unit	Assessment tasks are developed and in use school wide.	
Develop and refine RE goals for Hero	Jodie	By the end of 2026	RE goals are on HERO for teachers to access and click for whanau to view.	
Develop a system to record and track staff PD hours in the absence of 'kete'.	Jodie, Ryan, Crystal	Term 1	A clear and efficient system is being used to record and track staff PD over years.	
Initiative		1.3 create an enrolment scheme to complement current policy and procedure (Dimension 4: Te Kaitiakitanga Me Te Whakapakari - Te Tuakiri Katorika - Safeguarding and Strengthening Catholic Special Character Stewardship, Legal Obligations)		
Actions	Responsibility	When	Outcomes	
Work with key ministry of education advisors to create a fair and transparent enrolment scheme.	Ryan	Ongoing	We (and neighbouring catholic schools) have a clear and transparent enrolment scheme that is uncomplicated to enact and key stakeholders understand their role in it.	

Collaborate with local catholic schools to ensure consistency.	Ryan	Ongoing	
Work with NZCEO/PNCEO to ensure coherence with our integration agreement and provisions of schedule 6 in the education and training act.	Ryan	Ongoing	
Ensure processes for and roles for those involved are clear and unambiguous.	Ryan	Ongoing	
Communicate the changes in a clear and transparent manner to relevant stakeholders	Ryan	End 2026	

Initiative	1.4 Strengthen our historical identity by formally recognising the Cameron family legacy and their contribution to the church and our school community (Dimension 2: Mā Te Mātauranga ka Tipu - Growth in Knowledge / Dimension 3: Te Whakaatu Karaitiana-Christian Witness)		
-------------------	---	--	--

Actions	Responsibility	When	Outcomes
Research and investigate original land titles and parish deed records to confirm the exact dates and details of the Cameron family donation. <ul style="list-style-type: none"> - NP Parish Office - PN Diocese Office - Mission Sisters Records - Cameron Family 	Jodie, Ryan	Term 1	Our charism will strengthen. Greater connection to our school for a wider range of people in our parish. Children will continue to build a greater sense of their place and its uniqueness.
Locate and make contact with living descendants of the Cameron family to verify oral history and request permission for recognition.	Jodie, Ryan	Term 1/2	
Create an agreed story / summary of fact about the Cameron family and their contribution to be included and taught as part of our school history.	Jodie, Ryan	Term 2/3	
Dedicate and rename a room (the Board Room) in honour of the Cameron family	Jodie, Ryan	Term 3	
Create and install a commemorative portrait and window art display.	Jodie, Ryan	Term 3	

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

Initiative	2.3 lift attendance and reduce absence		
-------------------	---	--	--

Actions	Responsibility	When	Outcomes
----------------	-----------------------	-------------	-----------------

Implement ratified attendance plan	Ryan	Day 1	We will meet 80% attendance targets each term. Our community will understand attendance processes and the importance of attendance. We will remove attendance rates as a 'barrier to learning' for children.
Share plan formally with community	Ryan	Before day 1	
Maintain regular updates around wider attendance rates	Ryan	Termly	
Activate HERO capabilities	Ryan, Crystal, Andrea	Day 1	
Monitor and analyse data with a specific focus on Priority Learners	Katie, Ryan	Data is monitored Attendance data analysed end of each term	

Initiative	2.4 define and implement measures to clearly show the impact of changes made for priority learners
-------------------	---

Actions	Responsibility	When	Outcomes
Make decisions in line with ERO guidance, best practice and in collaboration with relevant staff	SLT & Curriculum leads (Lisa, DPA)	Before day 1	Consistent measurable data has been collated and analysed to understand impact of changes made for PL All staff are using and implementing the outlined assessments measures for reading, writing and maths providing data so that impact for PL is clearly shown at regular intervals and with more specificity than the 5 progress markers.
To re-define, develop and use reliable, consistent assessment measures of data for Literacy - Reading Literacy - Reading Dibels - show progress - Dee to do this for priority learners in seniors Oral Reading Fluency test - showing clear progress Progress monitoring (Dibels)	Crystal, Katie, DPA	Term 1 set. Ongoing review.	
To re-define, develop and use reliable, consistent assessment measures of data for Literacy - Writing Writing - CBM - Curriculum-Based Measurement Handwriting - Test	Crystal, Katie, DPA	Term 1 set. Ongoing review.	
To re-define, develop and use reliable, consistent assessment measures of data for Mathematics and Statistics in shorter time frames. Maths - 0-2 (IKAN replacement) Progress monitoring tests for SJB - Year 4 up termly consistent for progress. Maths Acceleration Programme - Ministry programme MAP programme teacher will be released for an hour every day Pre and post tests aligned to the new curriculum. Interlink new Curriculum progress markers into priority goals	Crystal, Lisa, Katie	Term 1 set. Ongoing review.	

--	--	--	--

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

Initiative		3.3 embed refreshed English Curriculum		
Actions	Responsibility	When	Outcomes	
Create an Improvement plan	Crystal, Deahne	TOD Term 1 Monitored fortnightly at staff hui	<p>All staff have made progress on their improvement inquiry goal on a sub element in the English Curriculum and therefore improved their ability to embed the refreshed English Curriculum</p> <p>Staff have access to relevant PLD that improves their practice whilst retaining agency over their own journey.</p> <p>Our School wide Literacy Long Term plan has been refreshed and is inline with the new practices.</p>	
Lead staff learning around review and self analysis of sub elements of Curriculum.	Crystal	Scheduled via ongoing Staff Hui		
Teacher PGC goal/inquiry aligned to a sub element and progress marker	Ryan, Crystal	Ongoing		
Refresh and align our school wide long term plan for literacy.	Crystal	Ongoing 2026		
Provide opportunity for tailored PLD where possible	Ryan, Crystal	Ongoing		

Initiative		3.4 embed refreshed Mathematics & Statistics Curriculum		
Actions	Responsibility	When	Outcomes	
Create an Improvement plan	Crystal Lisa	Ongoing from Term 1 Week 2	Clearly outlined improvement goals and systems and timelines to ensure success is achieved.	
Improvement plan personal inquiry assessment practices or new pedagogy from the new curriculum	Crystal Lisa	Ongoing from Term 1 Week 2	All staff have undergone their own personal inquiry to improve their understanding of how to better embed the Maths Curriculum	
Create year level long term plans that are NZC specific - looking at the Curriculum knowledge and practices at depth reflection, professional discussion and consistent template for SJB.	Crystal Lisa	TOD Term 1	Each year level has a long term plan that aligns with the NZC.	
Connect and align MNP resources and SJB Hub resources to the new curriculum practices.	Crystal Lisa	Ongoing	All NZC practices have been connected with MNP resources that are currently available using the Alignment Guide from MNP.	
Participate in ongoing PD around the specific modules around the refreshed Mathematics Curriculum. These include Communication in Maths	Lisa	Staff Hui	Staff have participated in ongoing PD at Staff Hui around Communication.	

Participate in Ministry PD with Fiona Smale	Fiona, Ryan, Lisa	Friday 26th May Friday 26th August	Staff have participated in the required TOD PD days
Implement Mathematics Acceleration Programme	Lisa,	Late Feb	Priority students in Maths have been given access to specialist teaching that accelerates their achievement.

Initiative	3.5 align assessment systems to new tools and curriculum		
-------------------	---	--	--

Actions	Responsibility	When	Outcomes
Deciding and clarifying consistent assessment measures for that will provide a rich picture of progress against NZC practices.	Crystal, Katie, Ryan	Early Term 1	Consistent assessment measures are being used throughout the school Staff have a clear understanding of the relationship between the refreshed curriculum, the progress markers and progress descriptors, what to use to triangulate thus enabling accurate identification of student progress. Whanau are informed and confident in their understanding,
Refine data recording systems including HERO capacity.	Crystal	Term 2	
Introduction of Progress descriptors Mock decision making	Crystal	Week 6 term 1 Week 8 term 1	
Create a common understanding and knowledge within staff of how to triangulate assessment information by gathering and document evidence, learning how to analyse this, make an informed decisions using the progress markers, progress descriptors and rubrics.	Crystal, Ryan	Week 6 Term 1 Week 8 Term 1 Term 2	
Create a common understanding and knowledge within staff of progress descriptors and progress markers and the rubrics including a mock run	Crystal	By week 5, Term 2. And reviewed termly.	
Communicate with whanau around changes in reporting (language, timing)	SLT	Ongoing - small and often	
Give SMART tool to due diligence	Ryan, Crystal, Katie, Lisa	Term 1	

Initiative	3.6 Facilitate a shared understanding of the revised Nga Paerewa Standards for the Teaching Profession 2026 (STPs)		
-------------------	---	--	--

Actions	Responsibility	When	Outcomes
Build a common understanding of the new standards	All staff	Throughout Term 2	Staff have understanding and ownership of the new standards of the teaching profession. Our transition to using them is seamless. They are relevant, meaningful and contribute to high standards. Leaders are confident in their understanding of the standards and in making decisions around sign offs.
Review SJB Professional Growth Cycle in relation to the new standards	All staff	Throughout Term 2	
Enhance staff capacity to use standards in conversation to develop capacity.	Ryan	Throughout Term 2 & 3	

Strengthen leader confidence in confirming participation in the cycle and making informed, supportive judgments about whether teachers meet the new Standards.	Ryan, Katie, Crystal	Throughout Term 2 & 3	
--	----------------------	-----------------------	--

Initiative	3.7 Engage in review of wider revised curriculum areas that feed into our 3 year inquiry cycle		
-------------------	---	--	--

Actions	Responsibility	When	Outcomes
<p>Map out reviews in a systemised and timely manner for each learning area.</p> <ul style="list-style-type: none"> Health and Physical Education: NZC – Health and Physical Education Curriculum Learning Languages: NZC – Learning Languages Curriculum Science: NZC – Science Curriculum Social Sciences: NZC – Social Sciences Curriculum Technology: NZC – Technology Curriculum The Arts: NZC – Arts Curriculum <p>*3 Year Cycle will be adapted and updated by 2027. Adopt a 'wait and see' approach until the dust settles from the reviews.</p>	Ryan, Crystal	Throughout Term 1 and early Term 2. Final submissions due 24 April	Staff are informed and engaged. Staff expertise contributes to the wider educational landscape. When the time comes to adapt our 3 year cycle we are well positioned to adapt it and begin the collaborative resource building process.

Initiative	3.8 refresh reporting and assessment schedule (including priority learners)		
-------------------	--	--	--

Actions	Responsibility	When	Outcomes
Adapt reporting timeline to meet requirements	Katie & Crystal	Ready Day 1	Alignment between assessment and reporting creates relevance and coherence giving teachers confidence in sharing accurate information with whanau. There is clear alignment between curriculum, assessment, reporting and statements around student progress. Our community is informed and onboard.
Adapt Assessment timeline to support reporting requirements	Katie, Crystal	Ready Day 1	
Update HERO curriculum goal info and student profile information	Ryan	As early as possible....	
Communicate changes to whanau in a timely and accurate manner	Ryan	Ongoing, throughout Term 1 & 2	

4. Be a school that is authentically Aotearoa New Zealand.

Initiative		4.5 be responsive to the feedback of maori students around their experiences of school (MAC survey response initiatives)		
Actions		Responsibility	When	Outcomes
Refresh and reinvigorate every day phrasing		Ryan/Jodie	Beginning Term 1, developing across the year.	Tamariki māori experience of school is enhanced.
Ensure leadership roles are available for students to lead tikanga based activities		Ryan/Crystal/Amber	By end of Term 1	
Repeat survey to see effect		Ryan, (+ MAC facilitator?)	End Term 3	
Initiative		4.6 define (redefine) with our community what maori achieving success as maori is in 2026 and use it to move forward confidently		
Actions		Responsibility	When	Outcomes
Whanau hui T1 to include: Yearly outline of big events, Sharing of survey data Co construction of defining success for māori achieving as māori		Ryan, Jodie, Amber, Mitchell	Week 7 hui.	Whanau engaged, feeling involved and welcome. School leadership can walk confidently into the future knowing the hopes and aspirations of our tamariki maori and can make decisions with that at the forefront.