Saint Joseph's Catholic School Dargaville
Annual Implementation Plan
2026

References to Regulations in this document refer to the
Education (School Planning and Reporting) Regulations 2023

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Where we are at currently:

SJCS Dargaville has experienced significant leadership change over the past three years, including three principals, alongside ongoing curriculum changes. Despite this, the school has continued to make progress towards achieving the goals set for our tamariki.

Goal 1: Our Faith
Approximately half of the intended outcomes were achieved. Progress was largely dependent on individual school-led initiatives, while some actions were not sustained due to staffing changes.

Goal 2: Our Learning
While not all principal-directed outcomes were fully achieved, there has been strong progress in teaching practice. Teachers have increasingly incorporated student voice into planning and made learning intentions, success criteria, and formative feedback more explicit.

Goal 3: Our Connection
Outcomes relating to te ao Māori have been a strength, with increased opportunities for students to engage with te ao Māori across the school.

Goal 4: Our Belonging
Most of the intended outcomes were achieved. Positive progress has been made in strengthening a sense of belonging and value across the school. However, board visibility, consultation with the community, and student attendance remain areas for continued focus.

As we enter the third year of our strategic plan, we have refined and aligned our goals with Ministry of Education priorities. This has resulted in a more focused and manageable set of priorities for our teachers and school, while remaining aligned with the original intent of our strategic direction.

Regulation 9(1)(e)

Information on teaching and learning strategies:

Our school has begun trialling Numicon and Mathletics as a structured mathematics approach, as our structured numeracy programme, to strengthen consistency and support improved student outcomes in mathematics.

With two new teachers trained in BSLA (teacher and facilitator), and our remaining NE Year 1 teacher having some BSLA training, we are exploring how to incorporate the most effective elements, alongside iDeaL, into a cohesive approach that best meets the needs of our kura. The development of a structured writing approach is also a current priority, with ongoing research and trialling underway to support improved outcomes in literacy.

Our 2025 achievement data was positive, with 76% of students achieving at or above expectations in reading, and 82% in both writing and mathematics. These results provide a strong foundation, while also highlighting the need to continue targeted support for students not yet meeting expectations. Targeted literacy and numeracy support programmes are in place for students identified as achieving below or well below expectations. An ESOL programme was briefly trialled in Term 4 to support our growing number of learners requiring additional language support. We have identified an increasing number of students entering school without key pre-learning skills. In response, a Perceptual Motor Programme (PMP) will be implemented to support the development of foundational skills for Phase 1 learners and improve readiness for learning.

In 2026, we will review and refine our ESOL provision and programmes for Tier 2 and Tier 3 learners to ensure they are effectively meeting student needs. We have also begun developing a whole-school curriculum that integrates our special character with refreshed curriculum requirements, ensuring a cohesive and locally responsive approach to teaching and learning.

Regulation 9(1)(f)

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SJCS Strategic Goal 1:

Te Tatou Whakapono – Grow in Knowledge of Christ and His teachings

Regulation 9(1)(a)

Annual Target/Goal:

To deepen our Catholic special character by nurturing faith in Jesus, strengthening Parish engagement, and promoting Catholic social teaching in action. *Regulation 9(1)(a)*

What do we expect to see by the end of the year?

- *A strong, Christ-centred culture is evident across the school,* ***observed through regular prayer, liturgy, and visible faith practices in all classrooms***
- *Students, staff, and whānau consistently model Gospel values,* ***as evidenced through behaviour data, student voice, and staff observations***
- *Faith is authentically lived, visible, and integrated into all aspects of school life,* ***including curriculum planning, school events, and community engagement*** *Regulation 9(1)(d)*

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Time frame**	**How will you measure success?** *Regulation 9(1)(d)*
Implement, monitor, and evaluate the new RE curriculum across all classrooms through structured observations, planning review, and student and staff voice	Jo Kiri	Up to date and appropriate bibles and classroom resources.	T1	• Student voice shows increased understanding of Jesus and faith concepts (baseline → end-of-year comparison) • Classroom observations confirm consistent use of the new RE curriculum • RE planning reflects alignment with the new curriculum • Staff confidence increases (survey data)
Establish SJCS Catholic Kaupapa to ensure consistency and understanding for ākonga and staff. **Professional Development for new staff**	Kiri Jo Rosemarie	Catholic Enquiry Centre- Carly Mulqueen- 021681032	T2-3	• Staff demonstrate consistent understanding of Catholic Special Character (survey or PLD reflection) • Shared language of faith and values evident across classrooms • Planning and documentation shows alignment with SJCS expectations • Reduced variability between classes (through walkthrough observations)
Strengthen schoolwide prayer and liturgical practices (e.g. weekly liturgy, student-led prayer, class prayer routines)	Kiri			• · Regular liturgical opportunities are scheduled and attended • · Students confidently lead prayer and liturgy • · Classroom observations show consistent daily prayer practices
SAINT Values spotlight programme where different values are explicitly taught and noticed.	Marty Jo	Awards for exemplary actions.	T2	• Students can articulate school values and link them to Gospel teachings • Increased student recognition of values in action (e.g. awards, acknowledgements) • Student voice reflects improved understanding SAINT values compared to baseline data (BOY) • Behaviour data reflects increased alignment with values.
Develop and implement a coordinated communication plan to strengthen school–Parish–whānau connections	Marty Kiri Fr. Simone Ruth Gilmore		T2	• Increased whānau engagement in Parish/school events (attendance data) • Whānau report feeling informed and connected (survey) • ·Regular communication evidenced through newsletters, apps, and Parish links • Regular liturgical opportunities are scheduled and attended

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SJCS and MOE Priority Strategic Goal 2:

Whakatipuranga: Learning Experiences that Enable Success

Regulation 9(1)(a)

Annual Target/Goal:

To implement and prepare for refreshed curriculum and aromatawai (holistic knowledge of the learner and learning) changes, building consistent, high-quality teaching, assessment, and reporting practices that support learner progress and agency.

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Regulation 9(1)(d)

- *Teaching and learning programmes reflect the refreshed curriculum, with clear alignment between planning, delivery, and assessment*
- *Consistent, schoolwide assessment and aromatawai practices are evident, including the use of learning progressions to inform teaching and reporting*
- *Students can articulate their learning, progress, and next steps using shared language and learning frameworks*
- *Teachers use student voice, formative assessment, and data to plan for and respond to learner needs*
- *Learning environments promote engagement, agency, and inclusive practice for all learners*

Actions *Regulation 9(1)(b)*	**Who is responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**	**How will you measure success?** *Regulation 9(1)(d)*
1. Implement refreshed curriculum • Introduce and embed updated literacy and math curriculum • Align RE curriculum to refreshed curriculum • Align planning, teaching and assessment with new curriculum expectations • Trial Numicon and other structured literacy approaches in the classroom • Create school approach for literacy using elements of BSLA, iDeaL, TTT, 3 P.	Jo Jo Teachers Junior Team	Numicon books Top Teaching Tasks Membership 3 P Math and Literacy subscription.	• T1 • T1 • T1-4 • T2	· Classroom observations show consistent implementation · Planning reflects curriculum changes · Teacher confidence increases (survey/PLD reflection)
2. Strengthen assessment and aromatawai practices • Review and update assessment schedule and tools • Develop shared understanding of progressions and achievement expectations • Align reporting with curriculum and assessment changes • Support students to articulate their learning, progress, and next steps • Use learning progressions and success criteria • Use SMART assessment tool	Jo Jo Jo Teachers Teachers Jo/Teachers	Student Computers Assessment Tools (PAT) SMART – training PLD	• T1 • T2 • T2 • T2-4 • T1-4 • T2/T4	• Schoolwide consistency in assessment practices • Teachers use data to inform teaching decisions • Clear links between assessment, planning, and reporting

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SJCS and MOE Priority Strategic Goal 2: *Whakatipuranga: Learning Experiences that Enable Success* *Regulation 9(1)(a)*				
3. Support students to achieve at their chronological age. ● Identify at risk students and barriers to learning ● Formalise support programme for ELL ● Develop foundational learning skills (PMP) programme ● Update Tier 2/Tier 3 support. ● Learning support in classrooms.	Jo Jo Jo Jo Classroom teachers	PMP equipment ELL PLD Structured literacy PLD for Tier 2/3 students Numeracy Support PLD	T1 T2 T1/T2 T2-4 T1-4	● Student voice shows increased ability to explain learning ● Evidence of goal-setting and reflection ● Learning conversations evident in classrooms
4. Strengthen teaching practice through PLD and inquiry ● Re-establish effective Professional Growth Cycle (PGC) aligned to school priorities ● Use coaching, modelling, and PLCs to support teacher practice ● Align teacher inquiry to an area of interest within curriculum and learner outcomes	Marty Marty Marty	PLD Release for Observations	T2 T3 T4	· PGC is consistently implemented across staff · Observations show improved teaching practice & consistent use of agreed practices · Student experience is equitable across the school
5. Reports are updated according to the updated MOE guidelines for 2026 and sent home twice yearly. ● Termly communication with parents to make contact, and update whanau. ● Parent interviews will be held the week after midyear reports go out. ● Reports to go out in term 2 (week 8) and term 4 with an information sheet attached.	Marty Jo	St Francis Xavier	T1 T2 T4	· Reports are in alignment with MOE guidelines. · Parents understand reports

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SJCS Strategic Goal:

Goal 3: Whakatipuranga – Te Ao Māori is Woven into our Kura *Regulation 9(1)(a)*

Annual Target/Goal: School systems, environments, and practices demonstrate a culturally responsive and inclusive approach that honours Te Tiriti o Waitangi, embeds Te Ao Māori as foundational, and recognises and values the diverse cultural identities of the school community *Regulation 9(1)(a)*

What do we expect to see by the end of the year?

- *Te reo Māori and tikanga are used consistently and naturally across classrooms and school life*
- *Teaching and learning programmes authentically reflect mātauranga Māori and localised curriculum contexts*
- *Students demonstrate growing confidence in te reo Māori and understanding of tikanga*
- *Strong, reciprocal relationships with whānau and iwi are evident and inform school practices*
- *School systems, environments, and practices consistently demonstrate mana-enhancing, culturally responsive practice aligned with Te Tiriti o Waitangi* *Regulation 9(1)(d)*

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**	**How will you measure success?** *Regulation 9(1)(d)*
Normalise the use of te reo Māori and tikanga across the school • Develop and implement clear, schoolwide expectations for the use of te reo Māori and tikanga in classrooms and across the school • Provide PLD and support for staff (including accessing local expertise) • Kapa haka performance and whole school • Te Reo Māori Language Week	Tarsh Jo	Online Resources Local community Equipment Resources	T3 T2	• Classroom observations show 80% of classrooms consistently use of te reo and tikanga • Staff confidence increases (survey/PLD reflection) • Students use and respond to te reo Māori in everyday contexts
Strengthen culturally responsive teaching and localised curriculum • Embed mātauranga Māori within curriculum planning and inquiry • Develop and implement a shared localised curriculum reflecting local iwi, history, and stories • Support teachers to move beyond surface-level inclusion to authentic integration	Marty Jo Tarsh	Books Resources Local Community	T1 T2 T3 T4	• Planning shows integration of local contexts and mātauranga Māori • Student learning reflects local stories, perspectives, and identity
Build meaningful partnerships with whānau and iwi • Develop and implement a structured and reciprocal approach to whānau engagement • Strengthen relationships with local iwi and cultural advisors through the creation of Te Ao Māori Advisory Rōpū • Gather and use whānau voice to inform curriculum and school direction in strategic planning	Marty Tarsh Jo BOT	Kai for hui	T3 T4	• Increased whānau participation in school events and learning • Evidence of whānau voice influencing decisions • Sustained partnerships with iwi (not one-off events) • Evidence of **co-construction with whānau/iwi**.
Embed culturally responsive systems and practices • Review school systems and policies through a Te Ao Māori lens • Ensure practices are mana-enhancing and culturally responsive • Align this work with leadership, appraisal (PGC), and strategic priorities	Marty BOT	PLD Tataiako	T3 T4	• Policies and systems reflect culturally responsive practices • Staff practice aligns with Tātaiako competencies • School environment reflects Te Tiriti partnership and inclusive recognition of diverse cultures

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SJCS and MOE Strategic Goal:

Goal 4:*Whakapapa – Feeling well, included and safe* *Regulation 9(1)(a)*

Annual Target/Goal: *To strengthen a safe, inclusive, and relational school culture that promotes wellbeing, engagement, and consistent expectations for behaviour and attendance.* *Regulation 9(1)(a)*

What do we expect to see by the end of the year?

Regulation 9(1)(d)

- *A positive, inclusive school culture is evident, where learners feel safe, valued, and able to engage in learning*
- *Consistent schoolwide expectations for behaviour are understood and implemented across all classrooms*
- *Attendance and engagement improve, with reduced barriers to participation*
- *Staff wellbeing is supported, and a positive, collaborative staff culture is evident*
- *Strong, respectful relationships are evident between students, staff, and whānau*

Actions *Regulation 9(1)(b)*	**Who is Responsible?** *Regulation 9(1)(c)*	**Resources Required** *Regulation 9(1)(c)*	**Timeframe**	**How will you measure success?** *Regulation 9(1)(d)*
Strengthen consistent behaviour expectations and practices • Review and implement schoolwide expectations for behaviour – SJS Rules • Align classroom management practices- PB4L, restorative practices • Classroom management plans and observations reflect school policies and procedures.	Marty Marty Marty	Daniel Whitcombe MOE PLD	T1 T2 T3	• Behaviour expectations are consistently applied (observation data) • Reduced management variability between classrooms • Behaviour data shows improvement (fewer incidents, improved responses)
Improve attendance and engagement • Develop and implement our Attendance Management Plan. • Identify and address barriers to attendance • Inform parents/whanau about their responsibilities such as: notify the kura ASAP if their child is going to be late or absent. • Clear systems are in place to ensure accurate and timely attendance information is available for the office staff to quickly follow up on.	Jo Marty Marty Marty	PD for ETAP absence system Support to overcome barriers for families.	T1 T2 T3 T1	• To have 70% of students attend more than 90% of the school term • Reduced chronic absence • Increased on-time task completion • Assessments are up-to-date for 90% of students.
Strengthen staff wellbeing and professional culture • Prioritise staff wellbeing through clear, manageable systems and expectations and streamlined initiatives • Foster a positive, collaborative culture: involve staff/team in decisions, gratitude rounds, buddy teachers, • Principal check ins, staff voice survey • Social events	Jo Marty Marty	Catering Release Events	T1 T2 Throughout the year	• Staff report improved wellbeing and clarity (survey) • Increased staff engagement and retention • Reduced overload/initiative fatigue • Retain staff • Emergency splitting of classes reduced
Strengthen relationships with whānau and community • Improve communication and engagement with whānau and build stronger partnerships to support student wellbeing and attendance • Regular newsletters and communication through Class Dojo, conversations. • Whanau friendly events: RE events, cultural events, sporting events, learning events • Acts of service in the community: Non perishable food drive, Koha day for clothes etc, kapa haka performances.	Marty Jo Tarsh Kiri BOT	Kai Promotional Materials Photocopying	Throughout the year	• Increased whānau engagement and participation • Positive whānau feedback (survey/voice) • Evidence of partnership in supporting learners • Termly communication with 90% of families.