

Annual Implementation Plan 2025

Strategic Goal 1: Catholic Character

Develop meaningful faith in action experiences for the SHC community

Our Aspirations	What we Expect to See	Key Strategies	Measuring Impact
<p>Catholic Character: Develop meaningful faith in action experiences for the SHC community.</p>	<p>Human Dignity – The theme of Human Dignity is acknowledged, taught, and expressed.</p> <ul style="list-style-type: none"> ○ <i>"Let all that you do be done in Love" – I o mahi katoa mahia I roto I te Aroha.</i> (1 Corinthians 16:14) <p>Restorative Relationships are at the centre of our Learning Culture.</p> <p>Each kaiako (teacher) and ākonga (student) is offered opportunities to encounter Christ through prayer, liturgical life, and service activities.</p> <p>The Gospel message is expressed through the RNDM Charism.</p> <p>Students develop a sense of Mission and take action to improve their community and society.</p> <p>Opportunities for faith expression include:</p> <ul style="list-style-type: none"> ○ Lay-led prayer ○ Liturgies ○ Retreats ○ Sacramental programme ○ Outreach programmes 	<p>Induction Programmes: Two-day induction for Year 9 students. What it means to be Catholic One-day induction for new students at other levels.</p> <p>Collaborative Leadership: Fortnightly meetings with HoDs RE and DRS to create a roadmap for faith-based initiatives.</p> <p>Visible Faith in Action: Classrooms display and articulate what upholding Human Dignity means.</p> <p>Messages, quotes, and stories of RNDM are shared:</p> <ul style="list-style-type: none"> At assemblies In staff meetings On school walls Through the Mission Council 	<p>Retreats held at key year levels (eg, Year 9 and Year 13)</p> <p>Increased student participation in the Sacramental Programme. Sexuality education for Year 9-11, including the completion of the Love Me Not programme.</p> <p>Evidence of collaboration: Fortnightly meetings with HoDs RE and DRS result in a clear roadmap.</p> <p>Human Dignity in practice: Displayed and regularly discussed in classrooms.</p> <p>Faith-based messages embedded in school culture: RNDM messages, quotes, and stories are consistently shared in assemblies, staff meetings, and the Mission Council.</p> <p>Staff and students model college values, fostering strong, supportive learning relationships in the spirit of the Mission Sisters.</p>

<p>Teaching & Learning: To develop a refreshed local curriculum that promotes and engenders academic excellence for all (full implementation by 2027).</p>	<p>Our curriculum reflects Te Mātaiaho and our community's priorities for our ākonga, including Mātauranga Māori.</p> <p>A reduction in barriers for all students, including Māori, Pacific, and those with learning support needs.</p>	<p>Whole-school approach to literacy and numeracy.</p> <p>All staff involved in PLD with a focus on effective pedagogy.</p> <p>Teaching and learning courses reviewed after each unit to ensure effectiveness, cultural responsiveness,</p>	<p>Staff reflection sheets completed after each unit, with modifications made in a live reporting spreadsheet.</p> <p>Student voice and achievement data analysed.</p> <p>Attendance data reviewed.</p> <p>Co-requisite achievement data monitored.</p> <p>By the end of Level 2: 90% Numeracy, 96% Literacy.</p>
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	<p>An environment that is inclusive, safe, and physically reflects the diversity of our community.</p> <p>Student-Centered Teaching and Learning Programmes That:</p> <p>Are challenging and aspirational.</p> <p>Capture the interest, imagination, and curiosity of each student.</p> <p>Promote innovation, thinking, problem-solving, and collaboration.</p> <p>Are culturally responsive to the needs of individual students.</p> <p>Foster professional relationships between staff and students, with conversations focused on learning and improving student outcomes.</p> <p>Literacy and Numeracy a whole school approach</p>	<p>and alignment with intended skills and knowledge.</p> <p>Targets for Māori and Pacific students set at the start of the year by departments and reviewed throughout.</p> <p>Achievement Goals:</p> <table border="1"> <thead> <tr> <th>Goal</th> <th>L1</th> <th>L2</th> <th>L3</th> <th>UE</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>75</td> <td>87</td> <td>85</td> <td>60</td> </tr> <tr> <td>Māori</td> <td>75</td> <td>80</td> <td>73</td> <td>60</td> </tr> <tr> <td>Pacific</td> <td>75%</td> <td>90%</td> <td>85%</td> <td>65%</td> </tr> </tbody> </table> <p>Endorsements:</p> <table border="1"> <thead> <tr> <th></th> <th>L1</th> <th>L2</th> <th>L3</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>45%</td> <td>87%</td> <td>85%</td> </tr> <tr> <td>Māori</td> <td>45%</td> <td>80%</td> <td>73%</td> </tr> <tr> <td>Pacific</td> <td>75%</td> <td>90%</td> <td>85%</td> </tr> </tbody> </table> <p>Reporting of alternative successes to whānau and fono (eg, trades, sporting achievements).</p> <p>Ongoing staff PLD on providing feedback to move students from good to great.</p> <p>Co-construction of learning culture behaviours by teachers at the start of the year.</p> <p>Growth mindset incorporated into Ako and classroom teaching with shared resources.</p> <p>Success criteria for students in each unit, with ongoing reflection.</p> <p>Staff integrating responsive teaching strategies into lesson planning.</p> <p>Intentional teaching of specific whole-school skills (eg, punctuation, paragraph writing).</p>	Goal	L1	L2	L3	UE	Total	75	87	85	60	Māori	75	80	73	60	Pacific	75%	90%	85%	65%		L1	L2	L3	Total	45%	87%	85%	Māori	45%	80%	73%	Pacific	75%	90%	85%	<p>By the end of Level 1: 80% Numeracy, 90% Literacy.</p> <p>Evidence of planning and delivery improvements.</p> <p>Increased staff confidence (measured by pre- and post-surveys).</p> <p>By end of Level 2 - 90% Numeracy By the end of Level 2 - 96% Literacy</p> <p>Evidence in planning a delivery Increased confidence from staff - pre and post survey</p> <p>By end of Level 1 - 80% Numeracy By the end of Level 1 - 90% Literacy</p>
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		<p>Tracking of Year 10–11 student progress, with individual learning plans for those yet to achieve Literacy Numeracy in Year 12 & 13</p> <p>Regular monitoring of student achievement data and student voice collection.</p>	
<p>A commitment to providing equitable opportunities for Māori and Pacific students to achieve success through honouring the principles of Te Tiriti o Waitangi and Talanoa Ako.</p> <p>Provide a culturally responsive and relational learning environment with learners at the centre.</p> <p>To continue to have an educated and proactive awareness of and be proactive ensuring there is no cause for discourse in the Rongohia te Hau survey between staff and students and parents.</p>	<p>Commitment to equitable opportunities for Māori and Pacific students, honoring Te Tiriti o Waitangi and Talanoa Ako.</p> <p>Provide a culturally responsive and relational learning environment centered on learners.</p> <p>Ensure no disparities arise in the <i>Rongohia te Hau</i> survey between staff, students, and parents.</p> <p>Shift in kaiako pedagogy promoting power-sharing, ākonga agency, and equity of outcomes.</p> <p>Māori and Pacific students engaged in culturally responsive, challenging, and aspirational learning programmes.</p>	<p>Strengthened relationships with the school community.</p> <p>Inclusive classroom environments fostering belonging.</p> <p>Removal of barriers to learning to ensure priority learners achieve at or above their peers.</p> <p>Māori and Pacific families feel connected, valued, and supported.</p> <p>Programmes explicitly integrate Māori and Pacific worldviews.</p> <p>Polynesian Panthers PLD (March 27-28).</p> <p>Anne Milne – Colouring the White Spaces audit (priorities set).</p> <p>Achievement data shared every five weeks with Tutor Teachers and Deans for learning conversations.</p> <p>Strengthened relationships through Whānau Hui and advisory groups.</p> <p>Pasifika Celebration Evening, Māori Success Evening, guest speakers, and alumni profiles.</p>	<p>Staff planning and reflection.</p> <p>Student and whānau voice.</p> <p>Achievement data analysed.</p> <p>Staff, student, and whānau feedback.</p> <p>Students aware of success criteria.</p> <p>Achievement celebrated throughout the year.</p> <p>Students are aware of the criteria for success.</p> <p>Achievement celebrated throughout the year</p>