

Sacred Heart College – Annual Implementation Plan 2026

Strategic Goal/Strategies	Initiative	Action	Measures
<p>At our school, cultural responsiveness, Special Character, Cultural Te Ao Māori, and Te Reo Māori are embedded across teaching and learning, our school culture, and within Relational Practice</p> <p>Develop capability, Understanding and application of Catholic and RNDM Charism – especially CST</p>	<p>Provide regular opportunities for students and staff to engage in contemplative practices that help them notice God's presence in themselves, others, and everyday school life.</p> <p>Build a school culture centred on Gospel values: compassion, respect, hospitality, forgiveness, and service.</p> <p>Provide meaningful opportunities for service, advocacy, and justice-focused action locally and globally.</p> <p>Professional Learning Focus:</p> <ul style="list-style-type: none"> Te Reo Māori (progressive levels), embedded weekly Restorative Practice Cultural Responsiveness 	<p>Provide ongoing PLD on responsive curriculum design and cultural humility.</p> <ul style="list-style-type: none"> Strengthen teacher capability in using student voice and whānau knowledge to inform planning. Use learning evidence to track equitable outcomes for Māori, Pasifika, and priority learners. Continue school-wide PLD in restorative and relational pedagogy. Implement consistent expectations and routines grounded in aroha, manaakitanga, whanaungatanga, and respect. 	<ul style="list-style-type: none"> Weekly Ako reflections completed and shared. Student and staff feedback on dignity-focused reflections. Increased number of staff using Te Reo Māori. 5% improvement in Wellbeing@School (over 2 years) in Cultural Identity and positive relationships. Sacramental programme participation of 14+. Charism and Catholic Social Teaching clearly embedded in practice, liturgy, retreats, and school symbols.
<p>Communication and Consistency</p> <p>Strengthen reporting and monitoring systems so they accurately measure student progress along growth pathways, identify opportunities for targeted support, and ensure timely, responsive actions that enhance learner outcomes.</p>	Review reporting to parents. Strengthen Year 9 and 10 tracking systems.	<ul style="list-style-type: none"> Ensure key information is clearly communicated via Parot. Review and redesign reporting processes for whānau. Prepare assessment tools for 2027 (eg, SMART Tool). Standardise reporting and assessment practices for Years 9–10. Identify areas where change is needed to lift achievement. 	<ul style="list-style-type: none"> Positive parent feedback on new reporting systems. Effective use of tracking data for benchmarking. Streamlined reporting with fewer gaps and inconsistencies. Clear identification of patterns and trends across cohorts and groups. Improved whānau understanding of progress and support options. Increased proportion of students making expected or accelerated progress. Improved engagement through timely interventions.
<p>Increase regular attendance across all year levels to strengthen student hauora, engagement, and achievement.</p>	Improve attendance using the theme "Attend today – Achieve tomorrow." Embed Restorative Practice (RP) approaches. Identify and address barriers through collection of data, student and whanau conversations	<ul style="list-style-type: none"> Embed the STAR (stepped attendance response procedure) Communicate attendance expectations clearly to whānau via Parot and newsletters. Acknowledge students reaching 80%+ attendance with positive reinforcement. Identify at-risk attenders early and initiate fortnightly responsive actions post-Pastoral meetings. Update shared register – extracurricular eligibility Invite whānau to Kōrero ā Whānau for collaborative support planning. Track and celebrate improvements in attendance term-over-term. 	<ul style="list-style-type: none"> Regular attendance ≥ 80% Chronic absenteeism < 5%; Moderate absenteeism < 10% Number of interventions initiated and percentage showing post-intervention improvement Kamar entries and pastoral tracking sheets reviewed fortnightly Term-over-term improvement in attendance, engagement, and satisfaction KAMAR entries will reflect an increased restorative approach. Decrease in stand downs
<p>Successfully implement the refreshed English and Mathematics curriculum and establish systems to review and implement future curriculum changes. Ensure Māori and Pacific students experience opportunity and success at every level.</p>	<p>Curriculum Implementation and Coherence</p> <p>Ensure consistent, high-quality implementation across learning areas.</p> <p>Strengthen Teacher Capability</p> <p>Provide targeted PLD, collaborative planning, and access to external expertise.</p> <p>Assessment Readiness & Quality Assurance</p> <p>Ensure robust systems to monitor CAA timelines, outcomes, and student progress.</p> <p>Knowledge-Rich Learning Programmes</p> <p>Deliver a curriculum that is inclusive, knowledge-rich, and adaptable for diverse learners.</p>	<ul style="list-style-type: none"> Review draft curriculum documents and gather feedback. Identify cross-curricular overlaps and align current units. Embed collaborative planning time into PLD sessions. Engage with external PLD and ToD providers. Monitor CAA dates and outcomes 	<ul style="list-style-type: none"> Literacy and Numeracy achievement rates: <ul style="list-style-type: none"> Year 10: Reading < 85%, Writing < 85%, Numeracy 70% Year 11: Reading < 95%, Writing < 95%, Numeracy 90% Year 12: Reading 90%, Literacy/Numeracy 98% Departmental audits showing embedded literacy/numeracy strategies Feedback 90 % of students retained to Year 13, 95 % of students leaving with a qualification NO courses where students have failed every assessment Alumni engagement rate and database growth Māori and Pacific achievement targets reviewed each unit and disparity reduced. NCEA pass rates exceed national and EQI-comparable schools. Increased endorsement rates.
<p>Develop and implement a New Strategic Plan</p>	<p>Community Engaged Strategic Planning</p> <ul style="list-style-type: none"> Conduct consultation with staff, students, parents, contributing schools. Include feedback from Māori whānau, Pacific fono, Kāhui Ako, and Kōrero ā Whānau. Refresh vision statement. <p>Develop the New Strategic Plan</p> <ul style="list-style-type: none"> Create plan aligned with new curriculum and NZQA changes. 	<ul style="list-style-type: none"> Schedule and run all consultation groups. Hold Māori whānau hui and Pacific fono. Collate feedback and draft the plan. Present draft to SLT and Board; finalise and publish. 	<ul style="list-style-type: none"> Number of consultation sessions completed. Updated vision statement published and communicated. Increased staff understanding of curriculum and NZQA changes. Participation in Jumbo Days and PLD. SLT and Board approve the Strategic Plan Evidence of inclusive engagement (minutes, feedback summaries).
BUSINESS AS USUAL	<ul style="list-style-type: none"> Sacramental Programme Living Faith in Action – Social Action work Manaaki focus during Ako Guest speakers on Human Dignity Relationships with contributing schools Pacific Advisory 	<ul style="list-style-type: none"> Tuakana/Teina initiatives (staff and students) Restorative Practice refresher – student training Wellbeing Pulse Surveys Ako Pastoral Programme Embedding cultural competency and PLD Common language: See–Judge–Act / Hear–See–Feel 	<p>CHALLENGES</p> <ul style="list-style-type: none"> New Curriculum NCEA Changes New Staff Large Senior School / Large Classes Navigating the new House Dean/SLT roles to ensure clarity of roles/responsibilities