



STRATEGIC INTENT: Belonging (Whānau)

Strategic Pou #1	To nurture students to be confident, capable, and successful learners who are secure in their identity and charism, and have a strong sense of belonging within their school community.
Annual Pou #1	To create pastoral structures which ensure all cultures and identities feel they belong.
What do we expect to see by the end of the year?	

1. New opportunities for all students to encounter Jesus Christ as part of belonging to the Catholic Church.
2. The new pastoral structure '*Navigation*' is established, enabling healthy and respectful relationships that support and promote wellbeing for all, and foster agentic self-management in our ākongā.
3. A new strategic pastoral and wellbeing framework is created.
4. Schemes of work evidence increased understanding and knowledge that honour Te Tiriti o Waitangi and Mātauranga Māori.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
1.1 Increased involvement of students in their faith development. <ul style="list-style-type: none"> • Student-led spiritual activities <ul style="list-style-type: none"> - Liturgies - Masses - Groups/ Organisations • Student-led service activities <ul style="list-style-type: none"> - Retreats - Outreach activities 	<ul style="list-style-type: none"> • DRS/ADRS • Special Character Prefects • Service Prefects 	<ul style="list-style-type: none"> • Coaching and Guidance from the DRS and ADRS • Encourage Prefects to lead their fellow students and invite them to be part of different Special Character activities. 	Throughout 2025	<ul style="list-style-type: none"> • Participation of at least half of the school in different special character spiritual and service activities. • Survey in the middle of the year and the end of the year.
<ul style="list-style-type: none"> • Increased opportunities for staff to grow in 	<ul style="list-style-type: none"> • DRS/ADRS 	<ul style="list-style-type: none"> • Look for speakers and experts to share their knowledge to staff. 	Throughout 2025	<ul style="list-style-type: none"> • Feedback from staff after every activity

<p>knowledge and deepen their faith.</p> <ul style="list-style-type: none"> • Professional Development courses for staff to be part of. • Staff involvement in different Special Character groups and Special Character activities. 		<ul style="list-style-type: none"> • Communicate with different organisations that help out different communities. • Encourage staff to be involved in different Special Character activities and groups. 		
<ul style="list-style-type: none"> • Use Student Learning to promote greater understanding of the faith. • Use social media as a tool for promotion of faith. 	<ul style="list-style-type: none"> • DRS/ADRS • Special Character Prefects • Service Prefects 	<ul style="list-style-type: none"> • Coaching and Guidance from the DRS and ADRS 	Throughout 2025	<ul style="list-style-type: none"> • Survey in the middle of the year and the end of the year.

END OF YEAR REVIEW

At the start of the year, students signed up to be part of different special character groups such as SMC Vinnies: Food Parcel and Cooking, SMC Vinnies Retirement Home Visit, SMC Vinnies Hospice, and Caritas.

An increased number of students also signed up and were trained as Ministers of the Eucharist, Ministers of the Word and Altar Servers.

Student leaders stepped up to organise the schedule of duties/volunteer work for these outreach activities.

Students continued prayer and Bible reflection on Wednesdays (*SMC by the Gate*); Groups of students formed Monday Rosary prayers and Wednesday Bible Group. Staff volunteered to drive students to the different outreach activities and take part in these activities.

CSYMI has developed and formed three committees (*Head, Heart and Hands*) that allowed the students to have a deeper understanding of the Catholic faith and provided opportunities to practice their faith. A special ceremony of recognition was held at the end of the year attended by Father Ben and Phil Mahoney from the Auckland Diocese.

The college opened its doors to our feeder schools where our students, together with some staff, shared their faith and expertise as part of the Catholic Schools Day. The liturgies were led by the students – they shared their personal reflection on the words of Jesus (7 last words) and have encouraged the school to reflect on them too.

Students have been met by the DRS and the school chaplain. Communications have been given to their local parishes to help them and inspire them to be part of the Catholic community. This year, there are five students doing the RCIA course in St. Luke's Parish and a few others in the different nearby parishes. In addition to this, opportunities to learn more about the Catholic faith are given through the following: attendance in RE classes, invitations to the different outreach activities of the school, invitation to be present in front of the Blessed Sacrament (Wednesday exposition of the Blessed

Sacrament in the Prayer Room), Full-school (once a term) and Friday lunch time masses and prayers (regular prayers: Navigation, 12 o'clock reflection, start of lessons).

A special Tagged Teachers event was held in Term 4 to reflect on faith. All teachers were invited to attend to ensure inclusion. This is hopefully the start of a regular meeting which could develop into a faith cell group.

A key Professional Development Course was offered in school to staff in April by Brendan Malone on Proclaiming the *Faith Amidst the Questions and Pulls of the Modern Secular Society*.

Kahui Ako also offered a PD opportunity for all the staff where Brendan Malone spoke about teachers *Being Salt and Light of the World*. There were staff and students who were welcomed into the Catholic faith and have received sacraments in the month of April and May.

Formed visual app/site has been widely used by the school and staff in different occasions to know more about the Catholic faith. Updates on the different Special Character activities and programmes are posted in the school's social media (Instagram and Facebook).

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
1.2 Implement the four Pou (Pillars) of <i>Navigation</i> which are the curriculum elements: <ul style="list-style-type: none"> • Catholic Citizenship • Academic • Life skills • Hauora/wellbeing 	<ul style="list-style-type: none"> • SLT • Kaihautū • Kaiurungi • Prefects 	<ul style="list-style-type: none"> • <i>Navigation</i> curriculum design • Planning time • Curriculum resources 	Ongoing Terms 1-4	<ul style="list-style-type: none"> • Use appropriate evaluation tools around staff buy-in and staff confidence. • Seek feedback and feedforward to inform next steps.
Strengthen House identities; organise regular House meetings and events to foster greater sense of belonging.	<ul style="list-style-type: none"> • SLT • Kaihautū • Kaiurungi • Prefects 	<ul style="list-style-type: none"> • Calendar of events and identification of new opportunities. 	Ongoing Terms 1-4	<ul style="list-style-type: none"> • Use appropriate evaluation tools around measuring sense of belonging. • Seek feedback and feedforward to inform next steps.

END OF YEAR REVIEW

Navigation is well resourced with weekly activities created by staff Working Groups and these are being implemented well in classes.

A successful school haka to mark Matariki was a result of this.

Feedback from staff surveys in Term 2 revealed that while resources are well planned, teachers are finding the length of Navigation too short to get through both academic mentoring and complete the weekly activities that have been planned by the Working Groups. This feedback was applied to the plans for Terms 3 and 4.

Further feedback (qualitative) was received from staff in House groupings, late in Term 3, reflecting on strengths and weaknesses. The conversations accompanying the feedback showed that there was difference in perception of the success for this programme based on individual teacher buy-in. Some qualitative data was also similarly collected from students, who especially valued the tuakana teina benefits of the vertical groupings. Within end of year survey data, positive student feedback included: gaining confidence in speaking in front of others, having a supportive teacher, getting to do different activities to usual class, learning about life skills, and valuing learning about managing money more wisely. Suggestions for improvement included wanting more tips and methods about how to study, more interactive activities, and having Navigation competitions. Points for reflection and future planning from students included: Some students saw Navigation as unnecessary, suggesting that the purpose wasn't consistently visible to students and that it sometimes felt like an intrusion rather than a support, and students also shared that they value Navigation as a place of belonging and social ease – students loved meeting friends and peers from other classes, mixing year levels, and getting away from their usual social circle, in this space. Points for reflection and future planning from teachers included: the need for coherence and purpose in Navigation. They want a system where everyone knows the why behind each session and what the order of the topics are for the year, with logic that ties it all together, and teachers also reflected that they saw our pastoral system as competent and responsive, having multiple layers of support, with Navigation time valued as the main pastoral space for building positive relationships between teachers and students.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
1.3 Review the current wellbeing and pastoral provisions to inform the development of a new strategic pastoral and wellbeing framework and plan; one which acknowledges the diversity of cultures and identities within our kura.	Assistant Principal (supported by Associate Principal and Principal)	Pastoral Care Support System personnel to have discussions / feedback / interview, data collection and analysis	Terms 2-4	Self-Review occurs to inform the development of a pastoral and wellbeing strategic plan for implementation in 2026.

END OF YEAR REVIEW

Navigation teachers identified students with less than 80% attendance. Kaihautū have been following this up to help us build a more comprehensive picture of the *why* and providing support as required. Further support for this was implemented in Term 3 by the adoption of the attendance software *Parot* which provided fortnightly attendance statistics. Staff now use this data to identify patterns, inquire into reasons for absence, and offer timely support interventions.

The discussion of a more unified Pastoral framework that draws together all of the student support services is a work in progress, and the launch of our “Culture of Care” has been a key part of this process.

Staff have been engaged in discussions and implementation, ensuring that care is a shared responsibility within the community.

Pastoral support was further enhanced by the introduction of the wellbeing tool *Bloum* which was integrated into pastoral practice. Termly check-ins provided valuable data, enabling targeted support for both individual students and groups.

Snapshot data evaluating the impact of our wellbeing strategy reveals enhanced staff awareness and responsiveness to student well-being needs, improved ability to provide proactive and tailored support, and a strengthened link between data insights and pastoral care actions.

Looking ahead to 2026, there will be a continued refinement of *Bloum* and *Parot* to deepen insights and strengthen early intervention strategies.

The next phase of the wellbeing strategy will focus on unifying student support services into a cohesive framework. This will ensure collaboration across pastoral, academic, and well-being teams, creating a more holistic support network for all students.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
<p>1.4 As expressed in <i>Te Mātaiaho</i>, embed Mātauranga Māori into all schemes of work.</p>	<ul style="list-style-type: none"> • SLT • HODs 	<p>A variety of resources and contexts that support world views and understandings derived from uniquely Māori cultural points of view: Te reo Māori, karakia are used across curriculum areas.</p>	<p>Terms 2-4</p>	<p>Mātauranga Māori is evidenced in all schemes of work as expressed in <i>Te Mātaiaho</i>.</p>
<p>PLD for staff to engage and enact Te Tiriti in the classroom and across the kura.</p>	<ul style="list-style-type: none"> • Te Pou Arataki • SLT • Identified Staff 	<p>PLD time for staff to engage and enact Te Tiriti in the classroom informally by establishing an informal 'kōrero café' setting to encourage staff to use te reo and tikanga Māori practices.</p> <p>Supporting Support Staff with local history 'Ngā kōrero o Ngāi Tai ki Tāmaki'; supporting Teaching Staff with embedding Mātauranga Māori in specific subject areas and integrated learning schemes of work.</p>	<p>Terms 2-4</p>	<p>Increased knowledge, understanding, confidence and capability in using te reo and tikanga Māori practices.</p>
<p>Explore ways of interacting with Ngāi Tai ki Tāmaki which affirm the</p>	<ul style="list-style-type: none"> • Te Pou Arataki • SLT 	<p>Ngāi Tai ki Tāmaki (Tangata Whenua)</p>	<p>Terms 2-4</p>	<p>School and Iwi partnership strengthens, and positive interactions develop.</p>

status of Tangata Whenua.				
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END OF YEAR REVIEW

Te Pou Arataki led whole staff PLD on unpacking meanings and origin of haka words and actions (te ao haka) before rolling out the resources to all students in Navigation.

Te Pou Arataki is investigating planting projects with Ngai Tai ki Tāmaki to create an opportunity to develop this relationship.

There was the roll out of standardised planning templates for learning areas which include the need for teachers to take into account Te Tiriti and Mātauranga Māori. This includes both an understanding of our rohe and iwi and their stores which can be used by learning areas to develop our Connected Curriculum.

Sancta Maria College very proudly ran its first Level One Te Reo Māori class with 11 students in Semester One and 6 students continuing in Semester Two. This is an exciting and significant development for our kura.

Our daily bell for Te Wiki o te Reo Māori 2025 rang to the tune of 'E minaka ana' written by Pānia Papa to regularly remind staff and students what week it was. Te Wiki o te Reo Māori also coincided with our school assembly farewell and after-school farewell for Louise Moore which ran following tikanga protocols.

Our main event for Te Wiki o Te Reo Māori was our Māori Language Moment with guest speaker Kelly Teariki, CEO of Mana Inc, come to talk to our staff and ākonga about her te reo Māori journey as a woman of proud Māori and Pasifika heritage as well as her encouragement to non-Māori to engage and be proud advocates of Te Reo Māori. Kelly came with her daughter Aaliyah who graduated Sancta Maria College 2021. Our students performed a haka tautoko to support her kōrero, giving an opportunity to show students occasions when our haka may be performed as well as the difference between performing for a competition and performing organically in support of a person or kaupapa. Our other major event was hosting the annual SECKA Kapa Haka Festival where our students were the final performance for the evening.

We have recently ordered kapa haka uniforms through Kapa Haka Makers that have been designed by Mel Renner of Tainui descent to reflect the whakapapa of our kura and our school motto 'Ko te whakapono tō tātou kāpehu', 'Faith is our Compass'. We have ordered pari - dresses, tīpare - headbands and tātua - belts along with 3 korowai bands that will be used by Korowai by Hiria to create one long and two half-length kākahu also reflecting the story of our kura. We are due to receive these garments prior to school starting back in 2026.



STRATEGIC INTENT: Growth (Tupu)

2025 ANNUAL PLAN

Strategic Pou #2	To create purposeful and personalised learning opportunities that grow and empower students, enabling them to reach their full potential and aspirations, in order to enjoy successful and fulfilling lives.
Annual Pou #2	To adopt both UDL principles and culturally responsive pedagogies, which meet the specific learning needs of all ākonga.

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

1. All teachers understand the Nicene Creed.
2. All teachers understand Catholic Social Teachings and how they can be applied in their different subject areas.
3. All teachers utilising UDL principles.
4. All teachers utilising the principles of Tapasā, especially those relating to culturally responsive pedagogies (Turu 3).
5. All teachers utilising *Te Mātaiaho* and its inclusive pedagogies, and implementing these into a scheme of work.
6. Increased ability of ākonga to track their own academic progress.
7. Increased retention of priority learners in STEAM subjects.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
2.1 PLD Programme ensures all teachers are able to utilise the main principles of UDL in their classroom practices.	SLT	PLD time (Thursday mornings)	Terms 2-3	All teachers will undertake, record, and share an Inquiry which includes learning from PLD programme. For example, teachers using flexible approaches to enable learners to have choices in their learning that will meet their specific learning needs.

<p>PLD Programme ensures all teachers understand what Catholics believe in through the Nicene Creed and also the Catholic Social Teachings.</p>	<p>SLT, DRS, ADRS, HOD RE</p>	<p>PLD time (Thursday mornings)</p>	<p>2025</p>	<p>Using the teachers' understanding of the Creed, teachers share insights and practical ways on how Catholic faith can be included in their lessons. All teachers can prepare lessons that link to the Catholic Social Teachings.</p>
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END OF YEAR REVIEW

The staff were briefed on how Staff Reflections are to be done and their purpose. Information was also given to staff and students on what to expect in Full School Masses, supported by whole school hymn and waiata practices.

PLD was timetabled for a group of teachers to facilitate a session on what Catholics believe in and Catholic Social Teachings. The staff will continue to be guided to use this information and plan how it could be included in their lessons.

A Catholic Character Working Group was created for Navigation curriculum design, and had a significant role to play in developing the curriculum within Navigation.

Additionally, teachers had a PLD on the introduction to Catholic Social Teachings with the focus on the value of Prudence. This was well-received by the staff as expressed in the survey after the PLD. The Tagged Teachers with some interested teachers also had a PLD on the role of Teachers in a Catholic School with a focus on the Creed. This was supported by the Apostolic Letter from Pope Leo XIV. A session by Brendan Malone was also offered to staff who were interested on How to Practice Catholic Faith in the modern times and Brendan Malone also presented in the Kahui Ako on *Being Salt and Light of the Earth*.

Promoting the principles for Universal Design for Learning (UDL) has been the central pedagogical focus for this year to support the needs and abilities of all learners.

Departments have worked collaboratively to produce inquiries on UDL.

All teachers delivered inquiries to groups of staff in Term 4 based on their utilisation of Universal Design for Learning (UDL) principles. Presentations had a wide variety of focuses and showed how teacher learning is being targeted to support learning needs and priority learners in the classroom whilst supporting teacher agency which is at the heart of effective professional learning. The sharing of inquiries consolidated the collective knowledge of this year's PL programme.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
2.2 PLD Programme ensures all teachers utilise the main principles of Tapasā, especially those relating to culturally responsive pedagogies (Turu 3).	SLT	PLD time (Thursday mornings)	Terms 2-3	Utilising learning from the Tapasā PLD programme, teachers are able to better engage Pacific learners. All teachers complete an inquiry that utilises learning from PLD programme. For example, teachers using culturally responsive and sustaining pedagogical approaches that enable learning to occur in rich, culturally responsive ways.

END OF YEAR REVIEW

Along with UDL, elements of PL undertaken in 2024 through Tapasā are being woven into the schemes of work. For instance, the junior school has looked at Samoa and its independence as a case study this year. They have explored the Pacific stories of social impacts and effect including looking at instances of injustice like the Dawn Raids. Teachers are encouraged to utilise the tuakana teina model in the classroom and use talanoa as an effective strategy when working with groups of students.

Planning documents for learning areas now must include our special character and a consideration for Pacific lens and Mātauranga Māori when looking at teacher pedagogy, learning activities and classroom culture. This is underpinned by the principles for Universal Design for Learning (UDL) which has been a focus for the year and will support the needs and abilities of learners.

All teachers, led by HODs, completed a deep dive into data to support priority learners in their classes. The *Faces to the Data* approach was utilised for this mahi and provided the impetus for many inquiries in Term 4.

Tapasā turu were utilised in conjunction with UDL to support the achievement of Pacific learners. With many new staff, the understanding of Tapasā relied on HOD expertise to upskill new teachers – this did not happen in all departments and is an area to work on in 2026.

The Pacific practice of Wayfinding Leadership: navigating uncertainty, embracing complexity, and focusing on collective wisdom and purpose, has underpinned our Navigation programme this year and has also been useful for staff working to improve learner outcomes for our Pacific and Māori students. Especially in Year 11, teachers have needed these principals as they have navigated our semester changes, new curriculum, and begun to develop STEM action plans to support higher level achievement and participation of Pacific learners in the Science, Technology, and Mathematics Departments.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
2.3 New schemes of work implement <i>Te Mātaiaho</i> and its inclusive pedagogies.	SLT HODs All teachers	PLD time (Thursday mornings) Support for EOTC visits organised to enhance cross-curricular projects.	2025	Teachers write or re-write schemes of work which better reflect effective pedagogical practices as outlined in <i>Te Mātaiaho</i> . Authentic learning experiences are utilised in a cross-curricular project at Year 9 across all curriculum areas.

END OF YEAR REVIEW

Schemes of work are being reviewed by teams at the end of each term and so that the unit of work can be evaluated in a timely manner allowing necessary changes to be made. Roll out of the new curriculum in the junior school has meant that this year the focus has been on maths with the full Y7&8 and numeracy teams engaging with Ministry of Education-provided Professional Learning over a period of four full days so that the teachers are better equipped to write schemes of work that reflect the new curriculum phases.

This year we introduced a Leader of Numeracy to better support numeracy in the junior school. The team is being supported in developing and implementing rich maths tasks in their classroom with support from the Leader of Numeracy.

The rich maths tasks together with the modelling of explicit teaching strategies will allow us to support learners better.

Application has also been made for *Accelerating Learning in Maths PL* through MoE to support learners further.

Additionally, the team is working through the English curriculum in readiness for 2026. An expression of interest has been made for supporting teachers in Y7-8 deliver the structured literacy programme.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
2.4 New pastoral structure enables ākonga to have agency over personal progress and growth.	<ul style="list-style-type: none"> • SLT • Kaihautū • Kaiurungi 	<i>Navigation</i> – professional learning around <i>Career Central</i> etc.	2025	Increased ability of ākonga to track own academic progress. Tracking of progress is transparent, shared between kaiurungi, ākonga and whānau to enable ākonga to have agency over personal progress and growth.

END OF YEAR REVIEW

Navigation has provided opportunities for a broad, holistic curriculum and effective academic mentoring designed to assist learners with personal growth. Academic mentoring conversations occurred at least once a term and put the onus on learners to set and monitor their own goals. They are able to discuss their progress with their kaiurungi.

Personal growth was seen this year in the phenomenal Haka Whakataetae in Term 3. The opportunity for senior students to lead the rest of the school in development of haka understanding and skills culminated in every student and teacher at Sancta Maria College knowing, understanding and participating in a school haka. The agency and growth mindset required for this critical and meaningful task was inspiring. Both staff and student voice has been very positive and supportive of the huge growth within this Navigation activity.

Senior students undertook a deep dive into their data before and after Derived Grade examinations. Resources were created to enable self-directed reflection and goal setting which was reinforced by interviews with Kaiurungi and tuakana teina activities in class. Academic mentoring was prioritised in Navigation after Derived Grade examinations and supported by wellbeing and study skills sessions.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
2.5 Greater priority learner representation in STEAM subjects.	<ul style="list-style-type: none"> • Deputy Principal for Senior Curriculum. • HoDs 	Retention plan for priority learners.	2025	Pacific learners to be tracked throughout the year. Evidence of personalised interventions by teachers.

END OF YEAR REVIEW

Data analysis of Pasifika students and the tracking of longitudinal data for Years 7-10 in Math has been completed by the HoD of Math to aid early identification to allow interventions to be put into place. Numeracy classes were also set up this year to provide extra support to Pacific learners to experience success in Maths which includes attaining the NCEA Co-req. The intention has been that this early identification will allow us to put into place strategies before they reach senior school.

Pacific learners were identified through *Faces to the Data* approach at the start of the year. The inquiry process as undertaken by ALL teachers has been used to make personalised interventions for some of these learners.

The Mathematics Department have developed a plan to support an increase in Priority Learners, especially Pasifika, to continue in STEM subjects after Level 1.

Additionally, PAT writing tests have been introduced this year to Years 7-9 to capture the strengths and areas to develop. Also this year, we have introduced end of year common assessment tasks in Years 9 and 10 to build our learners' assessment literacy so that they understand the expectations of assessment conditions and working under time pressure to write structured responses.

Wayfinding Leadership, navigating uncertainty, embracing complexity, and focusing on collective wisdom and purpose, has explicitly underpinned our Navigation programme this year and has also been useful for staff working to improve learner outcomes for our Pacific and Māori students. Especially in Year 11, teachers have needed these principals as they have navigated our semester changes, new curriculum, and begun to develop STEM action plans to support higher level achievement and participation of Pacific learners in the Science, Technology, and Mathematics Departments.

The Fono held in Term 3 unpacked Wayfinding Leadership and our school data with Pacific whānau and introduced a positive kōrero about STEM and Pacific learners.

SLT and Kaihautū have tracked the data and attendance of every senior Pacific learner with the intention of meeting the stated target of 90% University Entrance rate for Pacific Level 3 learners in 2025. There will also be a target of a 10% increase in endorsement rates at Merit and Excellence level for Pacific learners.

The appointment of a top Pacific Science student to the role of Academic Prefect in 2026 is very pleasing and should provide further role modelling in this space.



STRATEGIC INTENT: Connection (Hononga)

2025 ANNUAL PLAN

Strategic Pou #3	To build purposeful connections, partnerships and relationships that enable and support our students to thrive.
Annual Pou #3	To strengthen relationships through purposeful connections that will support learning.
What do we expect to see by the end of the year?	

1. Increased outreach activities to the community as seen through the examples of Jesus in the scriptures.
2. A strengthened and more constructive school and home partnership.
3. Strengthened connections through greater engagement with whānau of Māori and Pasifika ākonga.
4. Strengthened relationships with tertiary providers and Gateway partners.
5. A developed PR strategy and Alumni Association database.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
Goal 3.1 Follow the examples of Jesus through service to the community as reflected in the scriptures.	<ul style="list-style-type: none"> • DRS • ADRS 	Communication with different Catholic and Community groups Social Media information	2025	Increased/Continued attendance of students in different special character service activities. Acknowledgement from different communities of the service of the students. Parents, whānau and significant adults feel they are well informed about the special character service activities of the school.
	<ul style="list-style-type: none"> • SLT • DRS • ADRS 	Communication channels, Korero, Workshops, Seminars	2025	Parents, whānau and significant adults are given support to grow their faith through workshops and seminars.

END OF YEAR REVIEW

During 2025, information was given to staff, students and parents (through social media) of the different special character groups available for students to join. Students signed up to be part of different service groups at the end of term 1. Groups, such as Rosary Group, Bible Group, SMC By the Gate were initiated by the students to help their fellow students grow their faith, be aware of their community, pray for each one and for the school.

CSYMI has extended its scope by developing different committees such as *Head, Heart and Hands*. Students who signed up for the *Hands* committee have been busy doing mini services for the community as well as fund-raising activities to help people either in the nearby community or the world such as a bake sale for the victims of earthquake in Myanmar.

Students who were part of SMC Vinnies collected goods for struggling families. A year-end survey given to the leavers showed an increase in volunteer work throughout the year. SVDP recognised 180 students who volunteered to serve in Packing and Cooking, Visiting Rest homes, and Hospice Visits. In response to what we have accomplished this year, parents and students have given time to share their positive personal experiences and suggestions for next year.

Parents have been informed about the different spiritual and outreach activities of the college, and a drive was made to involve the help of the students' families – donation of non-perishable goods and toiletries for the less fortunate members of the community. Each homeroom had a box to fill, and these boxes were given to St. Vincent de Paul.

Development of our school's Service Programme through SVA as an integral part of the Navigation curriculum. Navigation classes completed service as a group or an individual basis. More than 800 students joined the SVA to log service hours.

Service activities have a permanent recurring slot during Tuesday full school assemblies to create awareness of the range of service activities undertaken.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
<p>3.2 Strengthen school and home partnerships, ensuring parents / whānau / significant adults are effective partners in ākonga learning journey.</p>	<ul style="list-style-type: none"> • SLT • Kaiurungi 	<p>Communication channels (review and establish)</p>	<p>2025</p>	<p>Parents, whānau and significant adults feel they are well informed about their child's progress and achievement in easily understood language.</p> <p>Parents / whānau / significant adult have the confidence necessary to support their child's learning at home.</p> <p>Parents, whānau and school community are informed about priorities aligned to <i>Te Mātaiaho</i>, the refreshed framework for the NZ Curriculum and changes to NCEA.</p>

Review our reporting system, and explore opportunities for change.	<ul style="list-style-type: none"> • SLT • Kaihautū 	School visits to explore other models.	Term 4	Teacher input to establish best practice, and the adoption of a reporting system which meets the needs of the college.
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END OF YEAR REVIEW

Throughout 2025 there were regular newsletter updates from the school provided to families about curriculum changes.

Changes to reporting to reflect MoE's guidelines were put into place earlier this year and parents were provided details about the language used in the reporting. The reporting documents will be further refined in 2026 as the documents related to Curriculum Refresh are finalised.

The changes to the reporting system also enabled more holistic reporting of our values and virtues, in line with Navigation expected outcomes, such as service, participation, and leadership.

There was further utilisation of *SchoolBridge* to use 'push notifications' to enable more timely communications.

Continuing development of the Kaiurungi role as a significant adult school for every child.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
3.3 Strengthen connections through greater engagement with whānau of Māori and Pasifika ākongā.	<ul style="list-style-type: none"> • SLT • Te Pou Arataki 	Hui Evening Fono Evening Extra-curricular projects	Terms 2-3	<p>Attendance of parents and whānau at school events.</p> <p>Greater teacher participation at these events.</p> <p>Parents and whānau of Māori and Pasifika ākongā feel confident in knowledge around aspects such as NCEA (survey feedback).</p>

END OF YEAR REVIEW

The *Art in the Dark* event featured cultural influence that provided opportunities for engagement in Māori contexts, for example a Māori welcome, weaving flax etc. This was well attended by whānau, and Kapa Haka made a very evocative performance honouring those who had passed and the Mātariki celebration.

Whānau were invited to Sancta Maria College to assist in the making of neon poi for Art in the Dark. This combined whānau, students, and teaches from all areas of the school.

A Whānau Hui was held at the end of Term 1. This was well attended (with a number of new faces) and issues discussed included direction, careers, care and share, a snapshot of Mātauranga Māori in the Health Curriculum, and also shared Māori achievement data event.

A Pasifika Fono was held in Term 3, with attendance of around 50 whānau. Information was shared about the relevance of the Navigation kaupapa to Pacific Peoples in addition to results for Pacific learners, and a student committee was established for 2026. This event was also well attended by the College’s Pacific teachers.

Additionally, an NCEA mā le Pasifika session for whānau to better understand NCEA.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
3.4 Strengthen relationships with tertiary providers and Gateway partners.	<ul style="list-style-type: none"> • SLT • Careers Department 	Visits to schools and tertiary providers	2025	Broad pathway provision meets the needs of our ākongā.

END OF YEAR REVIEW

Liaison with tertiary providers and Gateway partners has been ongoing in 2025 and in response, students are being provided with course information, liaison with providers regarding courses and those students bound for Gateway programmes opportunities to build their relationships with relevant partners.

Prominent tertiary providers visited Sancta Maria College at least twice this year to deliver overviews and assist with course planning for our Year 13 students. These sessions provided valuable guidance on pathways beyond school and helped students make informed decisions about their future studies.

Gateway students successfully built relationships with over 20 workplace providers, gaining hands-on experience and developing essential skills. These partnerships resulted in a range of meaningful and successful workplace opportunities, supporting students in exploring career options and building confidence in real-world settings.

In June, Year 11 students attended the East Auckland Careers Expo, where they had the opportunity to connect with a range of tertiary providers. These interactions helped students build meaningful relationships and gain valuable insights into future study and career pathways. Other year levels were given the opportunity to attend with their family in the evening.

In July, Sancta Maria College hosted a Careers Evening where 15 speakers—many of them former students—shared their career journeys and experiences. They provided insights into their chosen pathways and the tertiary institutions they attended. The event was very well received, with overwhelmingly positive feedback from attendees.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
3.5 Develop a PR strategy and establish an Alumni Association database.	<ul style="list-style-type: none"> • SLT • Marketing and Communications Manager 	Database software	2025	A strategic plan is developed for marketing and communications. School alumni are utilised to benefit the Scholarship Programme.

END OF YEAR REVIEW

New Alumni website pages are being developed within *SchoolBridge* and will be ready to launch at the beginning of 2026.