



## STRATEGIC INTENT: Belonging (Whānau)

<b>Strategic Pou #1</b>	<b>To nurture students to be confident, capable, and successful learners who are secure in their identity and charisma, and have a strong sense of belonging within their school community.</b>
<b>Annual Pou #1</b>	<b>To create pastoral structures which ensure all cultures and identities feel they belong and contribute to Sancta Maria College.</b>

### 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 pastoral structure of '*Navigation*' enables healthy and respectful relationships that support and promote wellbeing for all, and fosters agentic self-management in our ākongā.
3. Review the pastoral and wellbeing framework of the school and introduce an Attendance Plan.
4. Explore ways of interacting with Ngāi Tai ki Tāmaki which affirm the status of Tangata Whenua.

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"> <li>● Student-led spiritual activities               <ul style="list-style-type: none"> <li>- Liturgies</li> <li>- Masses</li> <li>- Groups/ Organisations</li> </ul> </li> <li>● Student-led service activities               <ul style="list-style-type: none"> <li>- Retreats</li> <li>- Outreach activities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● DRS/ADRS</li> <li>● Special Character Prefects</li> <li>● Service Prefects</li> </ul>	<ul style="list-style-type: none"> <li>● Coaching and Guidance from the DRS and ADRS</li> <li>● Encourage Prefects to lead their fellow students and invite them to be part of different Special Character activities.</li> </ul>	Throughout 2026	<ul style="list-style-type: none"> <li>● Participation of at least half of the school in different special character spiritual and service activities.</li> <li>● Review survey in the middle of the year and the end of the year.</li> </ul>

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
<p>Increased opportunities for staff to grow in knowledge and deepen their faith.</p> <ul style="list-style-type: none"> <li>Professional Development courses for staff to be part of.</li> <li>Staff involvement in different Special Character groups and Special Character activities.</li> </ul>	DRS/ADRS	<ul style="list-style-type: none"> <li>Look for speakers and experts to share their knowledge to staff.</li> <li>Communicate with different organisations that help out different communities.</li> <li>Encourage staff to be involved in different Special Character activities and groups.</li> </ul>	Throughout 2026	<ul style="list-style-type: none"> <li>Feedback from staff through review.</li> </ul>
<p>Use Student Learning to promote greater understanding of the faith.</p> <p>Use social media as a tool for promotion of faith.</p>	<ul style="list-style-type: none"> <li>DRS/ADRS</li> <li>Special Character Prefects</li> <li>Service Prefects</li> </ul>	<ul style="list-style-type: none"> <li>Coaching and Guidance from the DRS and ADRS</li> </ul>	Throughout 2026	<ul style="list-style-type: none"> <li>Feedback from staff through review.</li> </ul>
<p>1.2 Implement the four Pou (Pillars) of <i>Navigation</i> which are the curriculum elements:</p> <ul style="list-style-type: none"> <li>Catholic Citizenship</li> <li>Academic</li> <li>Life skills</li> <li>Hauora/wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Kaihautū</li> <li>Kaiurungi</li> <li>Prefects</li> </ul>	<ul style="list-style-type: none"> <li><i>Navigation</i> curriculum design</li> <li>Planning time</li> <li>Curriculum resources</li> </ul>	Ongoing Terms 1-4	<ul style="list-style-type: none"> <li>Use appropriate evaluation tools around staff buy-in and staff confidence.</li> <li>Seek feedback and feedforward to inform next steps.</li> <li>Part of timetable review.</li> </ul>

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
Strengthen House identities; organise regular House meetings and events to foster greater sense of belonging.	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Kaihautū</li> <li>• Kaiurungi</li> <li>• Prefects</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of events and identification of new opportunities.</li> </ul>	Ongoing Terms 1-4	<ul style="list-style-type: none"> <li>• Use appropriate evaluation tools around measuring sense of belonging.</li> <li>• Seek feedback through review.</li> </ul>
<p>1.3</p> <p>Review the current wellbeing and pastoral provisions to inform the development of a new strategic pastoral and wellbeing framework and plan.</p> <p>Introduce and implement an Attendance Plan.</p>	Assistant Principal (supported by SLT and Principal)	Pastoral Care Support System personnel to have discussions / feedback / interview, data collection and analysis	Terms 1-4	A review to occur to aid in strategic plan for 2027.
<p>1.4</p> <p>Explore ways of interacting with Ngāi Tai ki Tāmaki which affirm the status of Tangata Whenua.</p>	<ul style="list-style-type: none"> <li>• Te Pou Arataki</li> <li>• SLT</li> </ul>	Ngāi Tai ki Tāmaki (Tangata Whenua)	Terms 1-4	School and Iwi partnership strengthens, and positive interactions develop.



## STRATEGIC INTENT: Growth (Tupu)

## 2026 ANNUAL PLAN

<b>Strategic Pou #2</b>	<b>To create purposeful learning opportunities that grow and empower students, enabling them to reach their full potential and aspirations, in order to enjoy successful and fulfilling lives.</b>
<b>Annual Pou #2</b>	<b>To adopt science of learning principles alongside the introduction of the refreshed national curriculum.</b>
<b>What do we expect to see by the end of the year?</b>	
<ol style="list-style-type: none"> <li>1. All teachers understand Catholic Social Teachings and how they can be applied in their different subject areas.</li> <li>2. All teachers utilising science of learning principles.</li> <li>3. All teachers utilising the principles of Tapasā, and Te Mātaiāho especially those relating to culturally responsive pedagogy (Turu 3).</li> <li>4. Increased ability of ākongā to track their own academic progress.</li> <li>5. Increased retention and achievement of priority learners in STEAM subjects.</li> <li>6. Improvement of congruence between Excellence level work in internal and external assessment. A focus on NCEA scholarship exams.</li> </ol>	

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
2.1 PLD Programme ensures all teachers understand our values and virtues and Catholic social teachings.	SLT, DRS, ADRS, HOD RE	PLD time (Thursday mornings)	2026	Lessons include catholic social teachings.
2.2 PLD Programme ensures all teachers are able to utilise the main principles of science of learning 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.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
<p>2.3 All teachers utilising the principles of culturally responsive pedagogy and NZ curriculum.</p>	<p>SLT</p>	<p>PLD time (Thursday mornings)</p>	<p>Terms 1-3</p>	<p>Utilising learning from the Tapasā PLD programme, teachers are able to better engage Pacific learners.</p> <p>Use faces to the data. Track priority learners.</p> <p>Culturally responsive PLD, during Thursday PLD time.</p>
<p>2.4 Navigation enables Akonga to have agency over their progress.</p>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Kaihautū</li> <li>• Kaiurungi</li> </ul>	<p><i>Navigation</i> – professional learning around <i>Career Central</i> etc.</p>	<p>2026</p>	<p>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.</p>
<p>2.5 Greater priority learner representation in STEAM subjects.</p>	<ul style="list-style-type: none"> <li>• Deputy Principal for Senior Curriculum.</li> <li>• HoDs</li> </ul>	<p>Retention plan for priority learners.</p>	<p>2026</p>	<p>Pacific learners to be tracked throughout the year. Evidence of personalised interventions by teachers.</p>

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
2.6 Improvement of congruence between Excellence level work in internal and external assessment. A focus on NCEA scholarship exams.	<ul style="list-style-type: none"> <li>• Deputy Principal for Senior Curriculum.</li> <li>• HoDs</li> </ul>	Promotion of scholarship through assemblies and parent meetings. Increase and change in DUX calculation. Lifting the number of external credits on offer in our level 3 subjects.	2026	External versus internal grades. Scholarship results and DUX awarded after November externals.



## STRATEGIC INTENT: Connection (Hononga)

## 2026 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 ākongā.
4. Strengthened relationships with tertiary providers and Gateway partners.
5. A developed PR strategy and Alumni Association database utilising the school web page.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
<p>3.1 Follow the examples of Jesus through service to the community as reflected in the scriptures.</p>	<ul style="list-style-type: none"> <li>• DRS</li> <li>• ADRS</li> </ul>	<p>Communication with different Catholic and Community groups</p> <p>Social Media information</p>	2026	<p>Increased/Continued attendance of students in different special character service activities.</p> <p>Acknowledgement from different communities of the service of the students.</p> <p>Parents, whānau and significant adults feel they are well informed about the special character service activities of the school.</p>
	<ul style="list-style-type: none"> <li>• SLT</li> <li>• DRS</li> <li>• ADRS</li> </ul>	<p>Communication channels, Korero, Workshops, Seminars</p>	2026	<p>Parents, whānau and significant adults are given support to grow their faith through workshops and seminars.</p>
<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"> <li>• SLT</li> <li>• Kaiurungi</li> </ul>	<p>Communication channels e.g. newsletters, social media, school bridge, parent interviews, refreshed reports and emails home.</p>	2026	<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 the refreshed national Curriculum and changes to upcoming changes to assessment.</p>

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
Review our Reporting system, and explore opportunities for change.	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Kaihautū</li> </ul>	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.
3.3 Strengthen connections through greater engagement with whānau of Māori and Pasifika ākonga.	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Te Pou Arataki</li> </ul>	Hui Evening Talanoa Evening Extra-curricular projects Attendance letters	Terms 2-3	Attendance of parents and whānau at school events.  Greater teacher participation at these events.  Parents and whānau of Māori and Pasifika ākonga feel confident in knowledge around aspects such as NCEA (survey feedback).
3.4 Strengthen relationships with tertiary providers and Gateway partners.	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Careers Department</li> </ul>	Visits to schools and tertiary providers	2026	Broad pathway provision meets the needs of our ākonga.
3.5 Develop a PR strategy and establish an Alumni Association database.	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Marketing and Communications Manager</li> </ul>	Database software. Utilising our school web page for news of Alumni.	2026	School alumni are utilised to benefit careers and alumni are celebrated on our web page.