



STRATEGIC INTENT #1: Connections, Relationships, Partnerships (Whanaungatanga)

GOAL: To strengthen, have relevant, meaningful and effective connections, relationships and partnerships across the SMC school community.

CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What we will see)	STATUS	TIME FRAME	BUDGET	RESPONSIBILITY
1.1	To provide faith-based opportunities and experiences to have a genuine and ongoing encounter with the living God, grow in knowledge and understanding of his teaching, develop Christian witness, and as a result have formed a deep and lasting relationship with Jesus Christ, Mary, the Mother of Jesus and his Church.	<ul style="list-style-type: none"> Special Character opportunities and experiences provide students and staff with knowledge, devotion and a deeper understanding of Jesus Christ, Mother Mary as our role model and the Church so that they can endure a lifelong relationship beyond school. 	○	2020-2024	Special Character Budget	Principal and Chaplain DRS & Assist DRS RE Dept Special Character Team Special Character Student Leaders Identified Staff
	To build tagged teacher capabilities so they are confident leading in faith-based activities and experiences.	<ul style="list-style-type: none"> Special Character programmes are in place that allow tagged staff opportunities and involvement, enabling them to confidently lead and support faith-based activities. 	○	2020-2024	Special Character & PLD Budget	DRS & Assist DRS Special Character Team Principal
		<ul style="list-style-type: none"> There is a stronger presence, commitment and engagement by staff, students and parents at Masses and faith-based events to encounter the living God. 	○	2020-2024		DRS, Assist DRS Special Character Team Principal and SLT RE Dept
REVIEW 1.1						

1.2	<p>To strengthen and build positive and effective staff and student relationships in our inclusive learning environment.</p> <p>There is a culture of healthy, appropriate and acceptable staff professionalism.</p> <p>Contribution to the wider-life of the college builds effective staff and student relationships.</p>	<ul style="list-style-type: none"> • There is mutual and increased understanding of learner capabilities and needs between the teacher and student; student voice is used to inform next steps in learning. • There is a culture of relational trust to support mutual professional reflection. • There is a shared understanding of staff professionalism and expectations for working in an educational environment; there is clarity on processes and procedures for relief, and staff leave, student behaviour and uniform and email etiquette for staff use. • Staff model service and contribute to the wider-life of the college. • Opportunities are available to promote, support and increase involvement in the wider-life of the college that strengthens teacher and student relationships overall. 	<p>○</p> <p>○</p> <p>○</p> <p>○</p> <p>○</p>	<p>2020-2024</p> <p>2020-2024</p> <p>2020-2024</p> <p>2020-2024</p> <p>2020-2024</p>		<p>DP Tchg & Learning PLG Leaders Teachers</p> <p>SLT All Staff</p> <p>SLT All staff</p> <p>All Teaching Staff</p> <p>All Teaching Staff</p>
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REVIEW 1.2

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1.3	To improve and enhance partnerships and relationships within the school and wider community to enable educationally powerful connections.	<ul style="list-style-type: none"> • There is a strengthened relationship between the school and tangatawhenua, affiliations and entities that acknowledges the principles of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. 	<input type="radio"/>	2020-2024	PLD Budget for Koha and any speakers	BOT All Staff
		<ul style="list-style-type: none"> • Other cultural heritages are acknowledged, valued and embedded in the life of the school. (Pasifika, Filipino, Indian etc) 	<input type="radio"/>	2020-2022		BOT SLT Identified Staff
		<ul style="list-style-type: none"> • Culturally responsive pedagogies are embedded in curriculum design and delivery. 	<input type="radio"/>	2020-2024	PLD/Dept Budgets	SLT All Teachers
		<ul style="list-style-type: none"> • Staff are engaged in the wider-life of the College. 	<input type="radio"/>	2020-2024		SLT All Teachers
		<ul style="list-style-type: none"> • Enhanced communications between and within the school community so that there is an increased understanding of an evolving educational landscape. 	<input type="radio"/>	2020-2024	Budget	SLT Identified Staff Communications Manager
		<ul style="list-style-type: none"> • Parents are supported as key partners in their child(ren's) learning journey. 	<input type="radio"/>	2020-2024		BOT SMC Family and Friends
		<ul style="list-style-type: none"> • A SMC Friends and Family Group is established to support identified events/activities, projects, aspirations and the strategic vision for the College (fundraising, social events, parent-school activities etc). 	<input type="radio"/>	Term 2 onwards		BOT Principal Identified Staff Communications Manager
<ul style="list-style-type: none"> • An Alumnae Association is established to enable former staff, students and friends of the college to maintain connections and interest through activities and future events. 	<input type="radio"/>	Term 3 onwards	Budget	Principal Principal's PA		

REVIEW 1.3

1.4	To ensure our school community thinks globally and acts locally.	<ul style="list-style-type: none"> A 3-year strategic plan and an annual plan is in place that has a focus on issues of sustainability, citizenship, enterprise, and globalisation (as outlined in the curriculum) offering opportunities for student engagement in authentic learning experiences and supports the formation of responsible and informed global citizens. 	○	2020	Budget	DP (Years 7-10) Enviro Team Co-ordinator Kaitiakitanga Leaders Identified Staff
		<ul style="list-style-type: none"> Links and connections to business, local and global communities, groups/organisations are made and/or strengthened to provide enhanced learning experiences and opportunities for staff and students. (eg Howick Youth Council, community groups (Lions/Rotary, sustainability and outreach projects, Pathway programmes etc). 	○	2020-2024	Budget	SLT Identified Staff Kaitiakitanga Leaders Enviro Co-ordinator Pastoral & Wellbeing Leader
		<ul style="list-style-type: none"> Organised purposeful and worthwhile visits to identified overseas schools, projects and communities. 	○	2020-2024	Budget	Student Leaders SLT Identified Staff and students

REVIEW 1.4

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STRATEGIC PLAN 2020-2024

STRATEGIC INTENT #2: Learning (Ako)

GOAL: We will strive for personal excellence throughout the learning journey and will provide rich opportunities that will increase the breadth and depth of learning.

STRATEGIC GOALS		SUCCESS INDICATORS (What/how will we do this?)	STATUS	TIME FRAME	BUDGET	RESPONSIBILITY
2.1	To build values, attitudes, knowledge and skills that deepen our Catholic faith.	<ul style="list-style-type: none"> The SMC values and virtues become embedded in the culture of the College are modelled in everyday routines and practices. 	○	2020-2023	Budget Visuals	Principal & SLT DRS Special Character Team and student leaders Staff/Students Catholic Education Office
		<ul style="list-style-type: none"> Staff engage in PLD opportunities to deepen and grow in knowledge and understanding in the Catholic faith. 	○	2020-2023		DRS & Assist DRS HOD RE Catholic Education Office
		<ul style="list-style-type: none"> Schemes and Units of Work in all subject areas integrate explicitly the Catholic World View (history, humanity, culture etc). 	○	2020-2023		DP Curriculum HODs HOD RE & DRS
REVIEW 1.1						

2.2	To strive for personal excellence throughout our lifelong and future-focused learning journey.	<ul style="list-style-type: none"> An enhanced academic counselling/mentoring programme with emphasis on supporting priority learners, is in place. Conferencing/coaching conversations will enhance learning and achievement. There is increased involvement and participation in academic events (eg competitions, exams and other extra-curricular activities). An academic enrichment programme is in place. New digital technologies and are being used to enhance and accelerate teaching and learning. There is a deeper understanding and application of the skills, capabilities and dispositions to be lifelong learners. 	<input type="radio"/> <input type="radio"/>	2020-2023 2020-2023	 PLD Budget	SLT Academic & Pastoral Deans Homeroom Teachers Subject Teachers SLT DP Tchg & HODs All Teachers Curriculum Review Task Group HODs/Subject Tchrs DP Tchg & Learning SLT Identified Staff DPs Curriculum HOD Digital Technology HODs Identified Staff DPs Curriculum DP Tchg and Learning PLGs Kahui Ako All Teachers
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REVIEW 2.2

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2.3	To involve and empower parents/caregivers as partners central to the learning and achievement of every learner/akonga.	<ul style="list-style-type: none"> Opportunities will be provided for parents to come into the school to engage in relevant and meaningful student-teacher-parent discussions about their child's learning journey. 	<input type="radio"/>	2021-2023		DPs Curriculum Identified Staff Homeroom Teachers Subject Teachers Students
		<ul style="list-style-type: none"> Data informs learning conversations, targets and goal-setting for parents and students. 	<input type="radio"/>	2020-2023		DPs Curriculum Subject Teachers Homeroom Teachers
		<ul style="list-style-type: none"> Professional learning is in place to increase teacher capability enabling rich conversations to empower parents, be active participants and encouraging in their child's learning journey. 	<input type="radio"/>	2020-2023	PLD Budget	DP Tchg & Learning SLT All Teachers

REVIEW 2.3

2.4	To effectively respond to the evolving changes of our future-focused local and global educational landscape.	<ul style="list-style-type: none"> There is a curriculum review in Years 7 to 10 tailoring learning to build on strengths, needs, and adds value to our learners and communities. It will reflect the Governments educational vision to build on knowledge, skills and capabilities required for life-long learning in a future-focused world. 	<input type="radio"/>	2020-2023	Budget to visit other schools	DPs Curriculum Curriculum Task Group Identified Staff
		<ul style="list-style-type: none"> There will be an appropriate school structure in place to support the revised curriculum in Years 7 to 10. 	<input type="radio"/>	2022-2025	Budget	BOT Principal SLT
		<ul style="list-style-type: none"> There will be a planned approach to addressing any changes to subjects, assessment, teaching and learning programmes for implementation across all levels (Years 7 to 13). 	<input type="radio"/>	2022 onwards		NZSTA SLT Timetablers Identified Staff Community

		<ul style="list-style-type: none"> The Ministry of Education and Diocese agree on an increase for roll-growth and the Diocese supports the College with a further facility or facilities to accommodate this. 	○	2020-2023	Capital Works Policy Funding	BOT Principal Business Manager
REVIEW 2.4						



STRATEGIC PLAN 2020-2024

STRATEGIC INTENT #3: Nurture and Care (Kaitiakitanga)

GOAL: We will nurture and care for self, others and the environment.

CORE STRATEGIES		SUCCESS INDICATORS	STATUS	TIME FRAME	BUDGET	RESPONSIBILITY
3.1	To nurture our faith through service and outreach opportunities.	<ul style="list-style-type: none"> There is increased participation, understanding and appreciation of service as modelled by Jesus Christ. 	<input type="radio"/>	2020-2023		DRS & Assist DRS Special Character Team All Teachers
		<ul style="list-style-type: none"> Charitable Institutions for support are identified each year. 	<input type="radio"/>	2020-2023		DRS Special Character Leadership Team
REVIEW 3.1						
3.2	To strengthen and support student and staff wellbeing to enable stable and healthy relationships in the SMC school community.	<ul style="list-style-type: none"> A SMC Wellbeing framework is in place that will promote, support and improve wellbeing (Hauora) across the SMC school community. 	<input type="radio"/>	2020-2023		Pastoral Senior Leader Pastoral Network All Teachers
		<ul style="list-style-type: none"> Restorative Practice strategies are embedded in the culture of the school and teachers have increased capabilities in engaging with these. 	<input type="radio"/>	2020-2023	PLD Budget	Pastoral Senior Leaders Identified Staff
		<ul style="list-style-type: none"> Staff and students feel safe, respected, supported and have a strong sense of belonging in the SMC school community. 	<input type="radio"/>	2020-2023		SLT Pastoral Senior Leader Homeroom Teachers All Teachers
REVIEW 3.2						

3.3	To empower and support parents and whanau through identified education that supports dealing with issues for young people.	<ul style="list-style-type: none"> Opportunities are provided for parents and whanau to engage with education that supports them in understanding and managing key issues facing young people (social media, cybersafety, anxiety and stress, healthy relationships etc). 	○	2020-2023	Budget for Speaker Costs	Pastoral Senior Leader Pastoral Team
REVIEW 3.3						
3.4	To uphold Te Tiriti o Waitangi principles (protection, partnerships, participation) and celebrate within the rich cultural diversity reflected in our community.	<ul style="list-style-type: none"> The three principles of Te Tiriti o Waitangi underpin approaches to sustainability and global citizenship. Opportunities for parents and students to celebrate student achievements and identified events (Masses, Prizegivings, Cultural Day, Exhibitions etc) 	○ ○	2020-2023	Budget	All Teaching Staff HODs SLT
REVIEW 3.4						