



STRATEGIC PLAN 2024-2027


● Achieved and completed
 ● Making progress
 ● Underway
 ● Scoping still to be done

STRATEGIC INTENT #1: Belonging (Whānau)

GOAL: We will nurture ākonga to be confident, capable, and successful learners who are secure in their identity, charism and have a strong sense of belonging in their school community.

CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
1.1	To provide opportunities to encounter the living God revealed in Jesus Christ, grow in knowledge of Him and His Church, and link service to the example of Jesus through scripture, the sacraments, service, and charity.	<ul style="list-style-type: none"> Increased opportunities, knowledge and understanding for staff, students, parents/whānau/fono) to engage and grow through authentic Catholic Christian witness and evangelisation. 	○	2024-2027	Proprietor Reps Principal DRS Assistant DRS HOD RE Parish Priest Special Character Team
REVIEW 1.1					
CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
1.2	To strengthen overall wellbeing through belonging and connection that the House and <i>Navigation Time</i> structure offers.	<ul style="list-style-type: none"> The establishment of a new pastoral care structure, known as <i>Navigation Time</i> and a peer mentoring model is in place. 	○	2024-2027	SLT Kaihautū of each House The Kaiurangi

		<ul style="list-style-type: none"> A review of the current wellbeing and pastoral provisions are carried out to inform the development of a school-wide Wellbeing Framework. 	○	2024-2027	DP Pastoral Collaborative Task Group
REVIEW 1.2					
CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
1.3	To grow in knowledge and understanding through recognition and valuing our rich diversity of cultures.	<ul style="list-style-type: none"> The relationship between SMC and Ngāi Tai ki Tāmaki strengthened, and where reciprocal positive interactions are nurtured and visits occur. Strengthening of talanoa with our Pacific community. All cultures within the SMC community are valued, upheld, and celebrated. 	<div>○</div> <div>○</div> <div>○</div>	2024-2027 2024-2027 2024-2027	SLT Te Pou Arataki DP Cultural Committee (Amara Kevern, Prefects, Parent /Whānau, Volunteers) Special Character Team
REVIEW 1.3					

CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
1.4	To implement Mātauranga Māori (a Māori way of being and engaging in the world) using kawa (cultural practices) and tikanga (cultural principles) to critique, examine, analyse, and understand the world.	<ul style="list-style-type: none">Mātauranga Māori is evidenced in all schemes of work to enable increased confidence in using the Te reo language and tikanga Māori practices as expressed in <i>Te Mātaiaho</i>.		2024-2027	SLT HODs Te Pou Arataki
REVIEW 1.4					



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STRATEGIC INTENT #2: Growth (Tupu)

GOAL: We will create purposeful and personalised learning opportunities that grow and empower ākonga, enabling them to reach their full potential and aspirations, in order to enjoy successful and fulfilling lives.

CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
2.1	To promote the principles of Universal Design for Learning (UDL) to accommodate the needs and abilities of all learners.	• UDL principles are adopted and understood by all teachers in their planning and learning approaches.	<div></div>	2024-2027	DP Tchg & Learning HODs All Tchg Staff
		• Equity and personal excellence is achieved for all learners.	<div></div>	2024-2027	All Tchg Staff
REVIEW 2.1					
CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
2.2	To use culturally responsive and sustaining pedagogical approaches that enable learning to occur in rich, culturally responsive ways.	• Ākonga of all cultural backgrounds are connected to their learning in deliberate ways.	<div></div>	2024-2027	SLT Teaching Staff
		• Staff using culturally responsive pedagogy underpinned by Tapasā, Kakala framework and <i>Te Mātaiaho</i> .	<div></div>	2024-2027	All Teachers

REVIEW 2.2

CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
2.3	To utilise the opportunities provided by the implementation of <i>Te Mātaiaho</i> and the NCEA Refresh to redesign courses and schemes of work which connect all ākonga to authentic learning essential pedagogies (<i>caring for learners and their learning; connecting learning to each learner; building power-sharing partnerships; being urgent about progress and designing for inclusion through authentic learning contexts, integrated projects and cross-curricular opportunities which reflect real-life and integrated projects/cross-curricular opportunities</i>).	• Integrated learning provides cross-curricular opportunities which reflect real-life projects.	<input type="radio"/>	2024-2027	HODs All Teachers
		• Senior courses reflect the elements of <i>Te Mātaiaho</i> and align with our localised <i>Purpose Curriculum</i> .	<input type="radio"/>	2024-2027	HODs
		• UDL principles inform low entry high ceiling curriculum design.	<input type="radio"/>	2024-2027	All Teachers
		• All courses reflect a focus on the development of Ako and building agency.	<input type="radio"/>	2024-2027	HODs All Teachers
		• Development of engaging, authentic and relevant courses.	<input type="radio"/>	2024-2027	HODs All Teachers

REVIEW 2.3

CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
2.4	To embed and sustain a culture of personal excellence and growth for every learner to enable the celebration of personal success.	• Tracking of progress is transparent, shared between kaiurungi, ākonga and whānau to enable ākonga to have agency over personal progress and growth.	<input type="radio"/>	2024-2027	Kaihautū Kaiurungi
		• At risk ākonga are identified so NCEA co-requisite support strategies are implemented.	<input type="radio"/>	2024-2027	DP Junior Curriculum HODs

		<ul style="list-style-type: none"> PaCT opportunities for tracking are made consistent across curriculum areas. Develop a culture that values authenticity and creativity, eliminating the use of AI. 	<input type="radio"/> <input type="radio"/>	2024-2027 2024-2027	HODs DP Senior Curriculum HODs
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REVIEW 2.4

CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
2.5	A mentoring programme will support the spiritual, academic, and personal growth needs of students.	<ul style="list-style-type: none"> <i>Navigation Time</i> will provide a personalised approach to supporting the personal, spiritual, and academic growth of students. Kaihautū capably leading Kaiurungi to enable effective mentorship. The establishment of a bespoke Navigation curriculum. Ākonga will track their own learning journey progress against agreed goals. 	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	2024-2027 2024-2027 2024-2027 2024-2027	Kaiurungi Kaihautū SLT Kaihautū Kaiurungi Students

REVIEW 2.5

CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
2.6	Recognise Catholic citizenship as an integral part of ākonga personal identity and belonging to a faith community.	• Active participation in service and faith activities.	<input type="radio"/>	2024-2027	DRS Special Character Team
		• Growth in opportunities to further develop servant leadership within our faith community.	<input type="radio"/>	2024-2027	
REVIEW 2.6					







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STRATEGIC INTENT #3: Connection (Hononga)

GOAL: We will build purposeful connections, partnerships and relationships that enable and support our ākonga to thrive.

CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
3.1	Ensure parents/whānau/significant adults are effectively partnered in their child’s learning journey.	• Every ākonga has a significant adult in the school who connects with them and can be in communication with parents and whānau.		2024-2027	Kaihautū Kaiurungi
		• Opportunities for parents to understand and engage with their child’s learning journey.		2024-2027	Kaihautū Kaiurungi
REVIEW 3.1					
CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
3.2	In consultation with our wider school community, develop and implement a rich localised curriculum that will strengthen connections through learning and extra-curricular projects.	• Through learning and extra-curricular projects there is increased community / business / tertiary and Gateway provider involvement in the life of the College.		2024-2027	HODs Careers/ Gateway Teaching Staff
		• Community collaboration strengthens and enriches opportunities for students to become confident, connected, actively involved learners.		2024-2027	All Staff

REVIEW 3.2					
CORE STRATEGIES (For achieving the goal)		SUCCESS INDICATORS (What will we see?)	STATUS	TIME FRAME	RESPONSIBILITY
3.3	To further develop the PR strategy to establish an Alumni Association.	• Utilise Alumni Association through targeted opportunities such as supporting the Scholarship Programme.	<div></div>	2024-2027	DP Senior Curriculum
		• Opportunities to increase our media presence are explored and implemented.	<div></div>	2024-2027	Marketing Communications
REVIEW 3.3					