



*Faith is our compass*

# SANCTA MARIA COLLEGE

## Annual Plan 2024

*Learning excellence, centred on our Catholic faith, personal growth, service to others  
and strong academic success.*





## STRATEGIC INTENT: Belonging (Whanau)

<b>Strategic Pou #1</b>	<b>To nurture students 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</b>
<b>Annual Pou #1</b>	<b>To create a pastoral structure which ensures all cultures and identities feel they belong.</b>
<b>What do we expect to see by the end of the year?</b>	
<ol style="list-style-type: none"> <li>1. All students have experience and opportunities to encounter Jesus Christ as part of belonging to the Catholic Church.</li> <li>2. The new pastoral structure '<i>Navigation Time</i>' is established, enabling healthy and respectful relationships that support and promote wellbeing for all.</li> <li>3. A genuine reciprocal partnership is established between SMC and Ngāi Tai ki Tāmaki.</li> <li>4. A new strategic pastoral and wellbeing framework is created.</li> <li>5. Schemes of work evidence increased understanding and knowledge that honour Te Tiriti o Waitangi and Mātauranga Māori.</li> </ol>	

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
Provide opportunities to encounter Christ through scripture, the sacraments, and service.	DRS/Assist DRS Special Character Team Tagged Teachers Kaihautu and staff	Service Committees Liturgical Events Retreats, Masses, Sacraments, Prayer Ministry, Service and PLD Time	Terms 1-4	Using measurement tools (reflections, surveys, self-review, evaluations, feedback data, dialogue) evaluate interest, uptake, engagement, and effectiveness.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
Develop a sense of belonging and connection to the House and <i>Navigation Time</i> structure using a range of student-led activities that are engaging and meaningful.	SLT House Kaihautu & Kaiurungi Prefects	Navigation Time PLD/Coaching opportunities <i>School Leadership and Student Outcomes: Identifying What Works and Why</i> (V Robinson) Developing Leadership Capabilities	Term 1 Establishing Terms 2-4 Implementation and Development	Using appropriate measurement tools, seek feedback to inform next steps.
Engage and be responsive to the opportunities that are genuine and reciprocal interactions with Ngāi Tai ki Tāmaki that affirm the status of Tangata Whenua.	Te Pou Arataki SLT	Ngāi Tai ki Tāmaki (Tangata Whenua)	Terms 2-4	School and Iwi partnership strengthens, and positive interactions develop.
Review the current wellbeing and pastoral provisions to inform the development of a new strategic pastoral and wellbeing framework and plan.	Assistant Principal (supported by Associate Principal and Principal)	Pastoral Care Support System personnel to have discussions/feedback/interviews, data collection and analysis	Terms 2-4	Self-Review occurs to inform the development of a pastoral and wellbeing strategic plan for implementation in 2025.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
<p>Mātauranga Māori is evidenced in all schemes of work as expressed in <i>Te Mātaiaho</i>.</p>	<p>SLT HOD</p>	<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 used across the school Supporting Support Staff with local history 'Ngā kōrero o Ngāi Tai ki Tāmaki and supporting staff with embedding Mātauranga Māori in specific subject areas and integrated learning Schemes of work developed</p>	<p>Terms 2-4</p>	<p>Increased confidence and capability using Te reo and tikanga Māori practices. Increased understanding and knowledge.</p>
<p>PLD for staff to engage and enact Te Tiriti in the classroom.</p>	<p>Te Pou Arataki SLT Identified Staff</p>	<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</p>	<p>Terms 2-4</p>	<p>Increased knowledge, understanding and capabilities to use cultural practices and speak the language.</p>



## Strategic Intent: Growth (Tupu)

<b>Strategic Pou #2</b>	<b>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.</b>
<b>Annual Pou #2:</b>	<b>To grow in understanding of UDL principles and culturally responsive pedagogies, which offer approaches to enable learners to meet their specific learning needs.</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 have an understanding of UDL principles.</li> <li>2. All teachers have an understanding of the principles of Tapasā, especially those relating to culturally responsive pedagogies (Turu 3).</li> <li>3. All teachers have an understanding of <i>Te Mātaiaho</i> and its inclusive pedagogies, and have implemented these into a scheme of work.</li> <li>4. Increased ability of ākonga to track own academic progress.</li> </ol>	

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
PLD Programme ensures all teachers understand the main principles of UDL.	DP, Teaching and Learning	PLD time (Thursday mornings)	Terms 1-2	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 allow them to meet their specific learning needs.

<p>PLD Programme ensures all teachers understand the main principles of Tapasā, especially those relating to culturally responsive pedagogies (Turu 3).</p>	<p>DP, Teaching and Learning</p>	<p>PLD time (Thursday mornings)</p>	<p>Terms 2-3</p>	<p>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.</p>
<p>New schemes of work implement <i>Te Mātaiaho</i> and its inclusive pedagogies.</p>	<p>SLT HODs All teachers</p>	<p>PLD time (Thursday mornings) Support for EOTC visits organised to enhance the cross-curricular projects.</p>	<p>2024</p>	<p>Teachers write or re-write schemes of work which better reflect effective pedagogical practices as outlined in <i>Te Mātaiaho</i>.</p> <p>Authentic learning experiences are utilised in a cross-curricular project at Year 9 across all curriculum areas.</p>
<p>New pastoral structure enables ākonga to have agency over personal progress and growth.</p>	<p>SLT Kaihautū Kaiurungi</p>	<p>Navigation Time – professional learning around <i>Careers Central</i> etc.</p>	<p>2024</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>



## STRATEGIC INTENT: Connection (Hononga)

<b>Strategic Pou #3</b>	<b>To build purposeful connections, partnerships and relationships that enable and support our students to thrive.</b>
<b>Annual Pou #3</b>	<b>To strengthen relationships through purposeful connections that will support learning.</b>
<b>What do we expect to see by the end of the year?</b>	
<ol style="list-style-type: none"> <li>1. A strengthened and more constructive school and home partnership.</li> <li>2. Strengthened connections through greater engagement with whānau of Māori and Pasifika ākongā.</li> <li>3. Strengthened relationships with tertiary providers and Gateway partners.</li> <li>4. A developed PR strategy and Alumni Association database.</li> </ol>	

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
Strengthen school and home partnerships, ensuring parents / whānau / significant adults are effective partners in ākongā learning journey.	SLT Teachers	Communication channels (review and establish)	2024	<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>

				Parents, whānau and school community are informed about priorities aligned to <i>Te Mātaiaho</i> , the refreshed framework for the NZ Curriculum.
Strengthen connections through greater engagement with whānau of Māori and Pasifika ākonga.	SLT Te Pou Arataki	Hui Evening Fono Evening Extra-curricular projects	Terms 2-3	Attendance of parents and whānau at school events.  Parents and whānau of Māori and Pasifika ākonga feel confident in knowledge around aspects such as NCEA (survey feedback).
Strengthen relationships with tertiary providers and Gateway partners.	SLT Careers Department	Visits to schools and tertiary providers	2024	Broad pathway provision meets the needs of our ākonga.
Develop a PR strategy and establish an Alumni Association database.	SLT Marketing and Communications Manager	Database software	2024	A strategic plan is developed for marketing and communications.  School alumni are utilised to benefit the Scholarship Programme.