



Faith is our compass

SANCTA MARIA COLLEGE

Strategic Plan 2024-2026

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





STRATEGIC INTENT #1: Belonging (Whānau)

POU #1: 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.

Strategic Goals	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>GOAL 1.1 To provide opportunities to encounter the living God revealed in Jesus Christ as part of belonging to the Catholic Church.</p>	<p>Our faith-based opportunities and experiences will enable a deeper and genuine encounter and witness of faith with the living God.</p> <p>Increased opportunities to connect students, staff, and their whānau/families/fono to their local Parish community</p>	<p>We will gain commitment and build engagement through retreats, masses, navigation time, prayer/song activities, youth ministry, rosary, and school identity touchstones.</p> <p>We will engage with our school community to encourage belonging to their local Parish community.</p> <p>We will target students who have not received sacraments to be part of the Parish sacramental programme.</p>	<p>Using measurement tools as appropriate (reflections, surveys, self-review, evaluations), we will gather feedback and data to examine and measure progress and success that will inform next steps.</p> <p>Annual connection with Feeder school/Parish to measure levels of engagement with their local Parish.</p> <p>Annual tracking of students who have an opportunity to fully participate in the sacramental life of the school.</p>

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<p>GOAL 1.2 To strengthen overall wellbeing through belonging and connection that the House and <i>Navigation Time</i> structure offers.</p>	<p>The establishment of a new pastoral care structure, known as <i>Navigation Time</i>, and a peer mentoring model is in place.</p> <p>A schoolwide wellbeing strategic plan is in place.</p>	<p>We will develop a shared kaupapa for <i>Navigation Time</i> and ensure there is dedicated time for this.</p> <p>We will implement a range of student-led activities in <i>Navigation Time</i> that is engaging and meaningful.</p> <p>A review of the current wellbeing and pastoral provisions are carried out.</p> <p>A schoolwide strategic wellbeing framework is researched, developed, and implemented to meet the needs of SMC.</p>	<p>Regular staff and student surveys are in place.</p> <p>Each term, attendance data is tracked, monitored and followed-up to increase overall attendance and engagement in school and at House events.</p> <p>Self-Review occurs and will inform next steps.</p> <p>An annual Wellbeing Survey will inform a strategic wellbeing plan for development and implementation.</p>
<p>GOAL 1.3 To grow in knowledge and understanding through recognition and valuing our rich diversity of cultures.</p>	<p>The relationship between SMC and Ngāi Tai ki Tāmaki strengthened, and where genuine, reciprocal relationships and interactions are nurtured.</p> <p>Talanoa with our Pacific community occurs and is further strengthened through constructive engagement.</p>	<p>Continue to engage with Ngāi Tai ki Tāmaki and be responsive to the opportunities that come from reciprocal interactions.</p> <p>Talanoa events are calendared, and outcomes inform next steps.</p>	<p>School and Iwi partnership strengthens, and positive interactions occur.</p> <p>An increase in numbers attending the event and is</p>

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	<p>All cultures within the SMC community are valued, upheld, and celebrated.</p>	<p>Professional learning and development opportunities occur to engage and enact Te Tiriti o Waitangi in the classroom, supporting mātauranga, Kaupapa and tikanga Māori.</p> <p>Providing opportunities for students to share and celebrate their cultures.</p> <p>Inclusion of culture celebration in Mass.</p>	<p>responsive to any feedback presented.</p> <p>Enriched learning opportunities occur to support greater engagement that extends into the broader lives of everyone in numerous ways.</p>
<p>GOAL 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.</p>	<p>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>.</p>	<p>We will implement the significant change to the NCEA Change Programme through the ongoing development of our local school curriculum and relationship with tangata whenua.</p>	<p>Annual tracking of our local school curriculum development and an implementation plan is developed guided by Te Mātaiaho.</p>



STRATEGIC INTENT #2: Growth (Tupu)

POU #2: To create purposeful and personalised learning opportunities that grow and empower students, enabling them to reach their full potential and aspirations, so they will enjoy successful and fulfilling lives.

Strategic Goals	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>GOAL 2.1 To grow in knowledge and understanding of Jesus Christ, His teachings, and His Church.</p>	<p>Increased interest from staff, students, and parents to know more about the Jesus' teachings as expressed in the Catholic Church.</p>	<p>We will provide staff, students and parents/whānau opportunities that will increase interest for staff, students, and parents to develop their faith through:</p> <ul style="list-style-type: none"> Creating a sacred safe space for staff and students to use, pray and talk to God. Extend an invitation to staff to attend RE and Theology classes. Share more information in staff forums (HODs, Staff, Pastoral meetings) about the Catholic faith (symbols, saints, practices, etc.) Provide educational and religious materials to staff and students. Invite parents to attend and be part of faith development talks and workshops in school. 	<ul style="list-style-type: none"> Staff and students utilise the sacred space. Staff signs up and finishes the courses. The DRS, HOD RE and/or guest speakers lead informative workshops/talks to staff.

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			<p>Staff and students use the materials provided to them.</p> <p>There is further interest from parents attending the talks and workshops.</p>
<p>GOAL 2.2 To promote the principles of Universal Design for Learning (UDL) to accommodate the needs and abilities of all learners.</p>	<p>UDL principles are adopted and understood by all teachers in their planning and learning approaches.</p> <p>Equity and personal excellence achieved for all learners.</p>	<p>Provide on-going PLD. Identification of learner needs and development of responsive teaching strategies to support learner progress.</p>	<p>Classroom observations, complete Inquiry.</p> <p>Data will show learner progress.</p> <p>Learners will be able to show and discuss progress.</p>
<p>GOAL 2.3 To use culturally responsive and sustaining pedagogical approaches that enable learning to occur in rich, culturally responsive ways.</p>	<p>Ākonga of all cultural backgrounds are connected to their learning in deliberate ways.</p>	<p>Staff using culturally responsive pedagogy underpinned by Tapasā, Kakala framework and <i>Te Mātaiaho</i>.</p>	<p>Classroom observations, complete Inquiry. Data will show learner progress.</p>

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<p>GOAL 2.4 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.</p>	<p>Integrated learning provides cross-curricular opportunities which reflect real-life projects.</p> <p>Senior courses reflect the elements of <i>Te Mātaiaho</i> and align with our localised <i>Purpose Curriculum</i>.</p> <p>UDL principles inform low entry high ceiling curriculum design.</p> <p>All courses reflect a focus on the development of Ako and building agency.</p> <p>Development of engaging, authentic and relevant courses</p>	<p>Develop a culture that values authenticity and creativity.</p> <p>Curriculum focussed PLD.</p>	<p>Through increased learner and teacher awareness.</p> <p>Student voice surveys.</p> <p>Tracking of the implantation of NCEA changes and Te Mataiaho.</p> <p>Evidence of UDL and curriculum changes are reflected in schemes of work.</p>
<p>GOAL 2.5 To embed and sustain a culture of personal excellence and growth for every learner to enable the celebration of personal success.</p>	<p>Tracking of progress is transparent, shared between Kaiurungi, ākonga and whānau to enable ākonga to have agency over personal progress and growth.</p> <p>Ākonga confidently able to discuss next steps in their learning.</p>	<p>Trialling and implementation of student tracking tools.</p> <p>At risk ākonga are identified so NCEA co-requisite support strategies are implemented.</p>	<p>Student/teacher voice.</p> <p>Review of the success of tools.</p> <p>Student progress data.</p>

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<p>GOAL 2.6 To build leadership capabilities and capacity.</p>	<p>Increased opportunities for students and teachers.</p>	<p>Opportunities to grow the leadership capabilities of others are identified, professional learning occurs, and leadership roles considered.</p>	<p>The uptake of professional growth leadership opportunities taken.</p>



STRATEGIC INTENT #3: Connection (Hononga)

POU #3: To build purposeful connections, partnerships and relationships that enable and support our students to thrive.

Strategic Goals	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
<p>GOAL 3.1 Follow the examples of Jesus through service to the community as reflected in the scriptures.</p>	<p>Increased participation from staff and students in identified special character activities:</p> <p>Facilitation of Junior Retreats</p> <p>Participation in Diocesan/Inter-School/Parish/School Masses</p>	<p>We will train students to lead activities in retreats, provide ongoing formation opportunities to the students on the nature and purpose of one’s spirituality. (CSYMI).</p> <p>We will make connections with the Diocesan and Parish Youth Ministries and different Catholic Schools.</p>	<p>Increased involvement from student leaders to learn about and share their faith and lead sessions at retreats (Sign-ups, Leadership opportunities and Evaluation/Survey).</p> <p>Increased interest from students to connect and participate with Youth Activities initiated by the diocese, their parishes, Catholic schools, and their own school (Sign-ups).</p>

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	<p data-bbox="674 357 1032 389">Outreach/Service Programs</p> <p data-bbox="674 711 1137 743">Natural and Humanitarian Activities</p>	<p data-bbox="1218 357 1615 464">We will provide a variety of different outreach activities in relation to student interest.</p> <p data-bbox="1218 517 1682 703">We will increase awareness of the different groups/organisations that cater to different needs, and we will promote student involvement in different outreach programs.</p> <p data-bbox="1218 711 1666 938">We will connect with identified local environmental/humanitarian activities that promote love for nature and improve education in relation to the different social justice principles of the Church.</p>	<p data-bbox="1709 240 2047 347">Increased number of students willing to do volunteer work (Sign-ups).</p> <p data-bbox="1709 711 2092 1134">Increased student awareness and participation in either school or identified environmental/humanitarian activities such as tree planting and coastal clean-up (Sign-ups and Evaluation/Survey). Increased engagement/attendance at parent conferences.</p> <p data-bbox="1709 1182 2024 1246">Student and community survey data.</p>

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<p>GOAL 3.2 Ensure parents/whānau/ significant adults are effectively partnered in their child’s learning journey.</p> <p>In consultation with our wider school community, develop and implement a rich localised curriculum that will strengthen connections through learning and extra-curricular projects.</p>	<p>Every ākonga has a significant adult in the school who connects with them and can be in communication with parents and whānau.</p> <p>Through learning and extra-curricular projects there is increased community/business/ tertiary and Gateway provider involvement in the life of the College.</p> <p>Community collaboration strengthens and enriches opportunities for students to become confident, connected, actively involved learners.</p>	<p>Provide opportunities for parents to increase their understanding and engage with their child’s learning journey.</p> <p>Actively seek community voice and engagement opportunities.</p>	<p>Increased interest, engagement and communication between school and home about their child’s learning journey.</p> <p>Feedback from events and stakeholders.</p> <p>Tracking of the uptake and level of student/community engagement involved in extra-curricular projects and tertiary providers.</p>
<p>GOAL 3.3 To further develop the PR strategy for the school.</p>	<p>Establish an Alumni Association.</p> <p>Utilise our Alumni Association through targeted opportunities e.g. supporting scholarship programme.</p> <p>Opportunities to increase our media presence are explored and implemented.</p>	<p>Host 20th Anniversary Milestone event and launch Alumni Association.</p> <p>Pre-written press releases for significant events are sent to local media.</p>	<p>Attendance at 20th anniversary event. Track sign-ups to Alumni Association.</p> <p>Newsletter and social media engagement.</p> <p>Media presence.</p>

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		Review of current communications occurs.	