



*Faith is our compass*

# SANCTA MARIA COLLEGE

## Annual Plan 2024 - Reviewed

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





## STRATEGIC INTENT: Belonging (Whanau) END OF YEAR REVIEW 2024

<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>				
<b>Actions</b>	<b>Who is responsible</b>	<b>Resources Required</b>	<b>Timeframe</b>	<b>How will you measure success?</b>
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.

**REVIEW:**

- A survey was given at the start of the year to find out the interest of the students regarding service opportunities. The students responded to this and the number of students who signed up for different special character groups increased. In total, the number of students who signed up to serve the communities went over a hundred for each group.
- Students were invited to serve as altar servers, lectors and Ministers of the Eucharist. They were trained by our school chaplain.
- Navigation Prayers were prepared and sent out every Navigation Period.
- The presence of the Blessed Sacrament every Wednesday encouraged more students to be more prayerful. As a response to this, students formed a prayer group that meets every Wednesday morning.
- Year 13 student voice said that the most memorable event for them this year was their Retreat. All students have participated in a retreat this year.
- Students served in various Special Character events through their Special Character groups. They were recognised both in the senior (and junior) prizegiving and in the lunch time mass, for example Young Vinnies, Caritas and Catholic Schools Youth Ministry International (CSYMI).
- The results of the evaluation sent to staff and students showed the effectiveness and relevance of the Navigation Prayer sent every Navigation Time. The Diocese has recognised the efforts that we have made by inviting different schools to visit and see how they could also implement the things that we are doing in their different schools. The Diocese has also invited member of the CSYMI to lead retreats to 3 Primary Schools.

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.

**REVIEW**

- House assemblies were held regularly and led by students and Kaihautū.
- House logo competition developed a sense of identity created by students
- Prefects led and planned activities including a House Olympics early Term 2.

- Navigation has been implemented with varying degrees of success, while there is an improvement in identity and association with houses the implementation of Navigation was compromised by timetable constraints which have been reviewed and addressed for 2025.

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:**

Opportunities have been sought but there has been no reciprocity with regard to engagement with Ngāi Tai ki Tāmaki in 2024 since the 2023 hui. Notes from the 2023 hui have informed our practices and decisions around tikanga for 2024/2025. This is an evolving space. Collaboration about a united approach to working with Ngāi Tai ki Tamaki have been held with Kara Luke from SMCPS as she has a whanau connection.

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/interview, 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.

**REVIEW**

- The Youthline Leadership Connect team completed an audit of pastoral systems and surveyed students about the pastoral care systems at SMC. This was reviewed and discussed by the student leadership team and pastoral care systems were promoted and shared in an assembly slot with the whole school.
- Pastoral processes have been reviewed in an ongoing way throughout the year. Staff consultation, especially with Kaihautū has also taken place.
- There has been an internal review of the pastoral structure, looking at various options, and reviewing the initial changes made from the horizontal to vertical system. This will be reviewed again in 2025.
- There was a change in personnel in this role in 2024. A formal review by SLT will be undertaken in due course once the newly appointed Assistant Principal, Pastoral and Wellbeing, has evaluated the systems currently in place.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
Mātauranga Māori is evidenced in all schemes of work as expressed in <i>Te Mātaiaho</i> .	SLT HOD	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	Terms 2-4	Increased confidence and capability using Te reo and tikanga Māori practices. Increased understanding and knowledge.

#### REVIEW

- Level One NCEA units of work have Mātauranga Māori embedded within them that can be developed into schemes.
- Staff knowledge and confidence in using Te Reo and practising tikanga is increasing. Te Pou Arataki has led sessions with staff to promote Te Reo Māori and tikanga use in the lead up to Te Wiki o Te Reo Māori.  
All 1000 students actively taking part in the 'Māori Language Moment' (e papa wairi)
- School wide Matariki celebrations – assembly and inaugural Matariki dinner (community event)
- Te Mātaiaho changes and updates shared with staff throughout the year. November TOD had a focus on the implementation of the refreshed curriculum across Years 7-10 and all of the new Year 9 and 10 units for 2025 have a Mātauranga Māori lens.
- All Level 1 NCEA courses have Te Tiriti o Waitangi and Mātauranga Māori at their centre, using Te Mātaiaho and the new NCEA 'Big Ideas' as a guide.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
PLD for staff to engage and enact Te Tiriti in the classroom.	Te Pou Arataki SLT Identified Staff	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	Terms 2-4	Increased knowledge, understanding and capabilities to use cultural practices and speak the language.
<p><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>Establishment of Kōrero Cafe with social and language acquisition activities – this proved popular with staff and was held in the staffroom to have high visibility.</li> </ul>				



## Strategic Intent: Growth (Tupu) END OF YEAR REVIEW 2024

<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.

**REVIEW**

- Terms 1 and 2, as per timeframe, PL Programme focused on central principles of Universal Design for Learning, which was required to form the focus of all staff Inquiries. All staff contributed to bank of resources for different elements of UDL.
- As above – the PL was delivered during the specified timeframe of Terms 1 and 2.
- All teachers completed inquiries. These presentations show deepening understanding of UDL principles.
- Some departments made pedagogical changes leading to more effective assessment practices based on the UDL approach

PLD Programme ensures all teachers understand the main principles of Tapasā, especially those relating to culturally responsive pedagogies (Turu 3).

DP, Teaching and Learning

PLD time (Thursday mornings)

Terms 2-3

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.

**REVIEW**

- HOD meetings encouraging use of data informed processes to investigate efficacy of UDL practices in conjunction with Tapasā and culturally responsive practices.
- This year, teachers, HODs, and Kaihautū were given Faces to the Data information on senior Pacific Learners. This meant that culturally responsive pedagogy, UDL principles, and data driven decision making were being fully utilised in planning to build more culturally responsive spaces.
- Data on STEM achievement and also subject endorsement levels was created and shared with HODs. This aims to focus on equitable outcomes for Pacific learners.
- Many teachers centred their inquiries on Pacific learners using Tapasā principles of culturally responsive pedagogies.
- Kaihautū meetings had a focus on the tracking of Pacific learners especially around the achievement of UE.
- The development of the curriculum modules at Level 1 and the semester system encourage departments (and teachers) to create more engaging, contextualised and conceptual learning for students across learning areas. This is an evolving process.



Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
New schemes of work implement <i>Te Mātaiaho</i> and its inclusive pedagogies.	SLT HODs All teachers	PLD time (Thursday mornings) Support for EOTC visits organised to enhance the cross-curricular projects.	2024	Teachers write or re-write schemes of work which better reflect effective pedagogical practices as outlined in <i>Te Mātaiaho</i> .  Authentic learning experiences are utilised in a cross-curricular project at Year 9 across all curriculum areas.
<p><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>Year 9 Term 2 ‘Cross Curricular’ unit reviewed by staff and students at end of Term 2 to inform next steps.</li> <li>HODs, supported by teaching staff have re-written and re-structured Year 9 and 10 programmes of learning for 2025 using <i>Te Mātaiaho</i> and the SMC ‘Connected Curriculum’ rationale which has a focus on authentic outcomes for learning.</li> <li>Years 7 and 8 staff used the same information and templates to revision and refresh their curriculum.</li> <li>This work was the focus of the Term 4 Teacher Only Day.</li> <li>All Level 1 NCEA courses have the principles of <i>Te Mātaiaho</i> and the ‘Big Idea’ of the NCEA subject refresh at their centre.</li> </ul>				
New pastoral structure enables ākonga to have agency over personal progress and growth.	SLT Kaihautū Kaiurungi	Navigation Time – professional learning around <i>Careers Central</i> etc.	2024	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><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>Academic tracking underway in many Navigation classes. EdPotential being utilised as a tracking tool in the senior school.</li> <li>SchoolBridge improving data transparency, especially for whānau.</li> <li>As above, SLT and Kaihautū set time aside mid-November to further develop and plan Navigation curriculum for 2025.</li> <li>Trialling of Financial Literacy programme ‘Banquer’ undertaken by three Navigation classes.</li> <li>Due to PPTA constraints, not all kaiurungi followed the academic tracking model. However, many junior and senior teachers did, using the ‘Junior Academic Tracker’ and <i>Careers Central</i> for senior students. This work will be built on for 2025.</li> <li>Planning meetings with Kaihautū took place, transferring ownership from SLT. This will help to engage staff in 2025.</li> </ul>				



## STRATEGIC INTENT: Connection (Hononga) End of Year Review

<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 ākonga.</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 ākonga 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>

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
				Parents, whānau and school community are informed about priorities aligned to <i>Te Mātaiaho</i> , the refreshed framework for the NZ Curriculum.
<p><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>Talanoa Evening early Term 3 related to literacy and focused on building a culture of reading in the home. Years 7-10 Pacific whānau invited. Well attended. Data collected shows that parents appreciate the increased engagement with the school.</li> <li>Talanoa and Whānau hui held with strong numbers in attendance at each.</li> <li>Introduction of SchoolBridge allows parents to easily access student progress data via the mobile app.</li> <li>School newsletters used to share information and updates about curriculum changes and co-requisite exams. Targeted letters to the year groups relevant parents/caregivers have provided further information.</li> <li>Parent Teacher Meetings help x2 in 2024 in addition to reports being provided Terms 1, 2 and 4. The first of these trialled a time during the school day – this was very well attended with 690 bookings (with minimal effort) versus 600 (follow-ups required to reach this figure) for the evening event.</li> </ul>				
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).
<p><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>Hui Week 1 Term 3 for Māori students and their whānau.</li> <li>Talanoa Evening planned and taking place Term 3 Week 3.</li> <li>NCEA Parents Evening held Term 3 Week 1 – not specific to Māori and Pacific parents though.</li> <li>Matariki Community Dinner held at end of Term 2 – this was a ‘sell out’ event.</li> </ul>				

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
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 ākongā.
<p><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>We continue to strengthen our pre-existing partnerships and have continued to help develop the local area Careers Expo as part of this.</li> <li>New developments: Blue Light to work with our more vulnerable students. Increased time with Armed Services. A focus on increasing local Gateway opportunities – notably for our Learning Support students. One of these was Sequel Cafe.</li> </ul>				
Develop a PR strategy and establish an Alumni Association database.	SLT Marketing and Communications Manager	Database software	2024	<p>A strategic plan is developed for marketing and communications.</p> <p>School alumni are utilised to benefit the Scholarship Programme.</p>
<p><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>Alumni Association database established by Communications and Marketing Officer. Features added to website to invite alumni to engage with school in various ways, whilst also adding to the database.</li> <li>Names of attendees were collected at the 20<sup>th</sup> Anniversary Celebration to add to an Alumni Association database.</li> </ul>				