Faith is our compass

SANCTA MARIA COLLEGE

Annual Plan 2025

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

STRATEGIC INTENT: Belonging (Whānau)

Strategic Pou #1	To nurture students to be confident, capable, and successful learners who are secure in their identity and charism, and have a strong sense of belonging within their school community.
Annual Pou #1	To create pastoral structures which ensure all cultures and identities feel they belong.

What do we expect to see by the end of the year?

1. New opportunities for all students to encounter Jesus Christ as part of belonging to the Catholic Church.
2. The new pastoral structure '*Navigation*' is established, enabling healthy and respectful relationships that support and promote wellbeing for all, and foster agentic self-management in our ākonga.
3. A new strategic pastoral and wellbeing framework is created.
4. Schemes of work evidence increased understanding and knowledge that honour Te Tiriti o Waitangi and Mātauranga Māori.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?

1.1
Increased involvement of students in their faith development.
• Student-led spiritual activities
   - Liturgies
   - Masses
   - Groups/Organisations
• Student-led service activities
   - Retreats
   - Outreach activities
	• DRS/ADRS
	• Special Character Prefects
	• Service Prefects
		• Coaching and Guidance from the DRS and ADRS
		• Encourage Prefects to lead their fellow students and invite them to be part of different Special Character activities.
			Throughout 2025	• Participation of at least half of the school in different special character spiritual and service activities.
				• Survey in the middle of the year and the end of the year.

Increased opportunities for staff to grow in knowledge and deepen their faith. • Professional Development courses for staff to be part of. • Staff involvement in different Special Character groups and Special Character activities.	• DRS/ADRS	• Look for speakers and experts to share their knowledge to staff. • Communicate with different organisations that help out different communities. • Encourage staff to be involved in different Special Character activities and groups.	Throughout 2025	• Feedback from staff after every activity
Use Student Learning to promote greater understanding of the faith. Use social media as a tool for promotion of faith.	• DRS/ADRS • Special Character Prefects • Service Prefects	• Coaching and Guidance from the DRS and ADRS	Throughout 2025	• Survey in the middle of the year and the end of the year.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
1.2 Implement the four Pou (Pillars) of *Navigation* which are the curriculum elements: • Catholic Citizenship • Academic • Life skills • Hauora/wellbeing	• SLT • Kaihautū • Kaiurungi • Prefects	• *Navigation* curriculum design • Planning time • Curriculum resources	Ongoing Terms 1-4	• Use appropriate evaluation tools around staff buy-in and staff confidence. • Seek feedback and feedforward to inform next steps.
Strengthen House identities; organise regular House meetings and events to foster greater sense of belonging.	• SLT • Kaihautū • Kaiurungi • Prefects	• Calendar of events and identification of new opportunities.	Ongoing Terms 1-4	• Use appropriate evaluation tools around measuring sense of belonging. • Seek feedback and feedforward to inform next steps.
1.3 Review the current wellbeing and pastoral provisions to inform the development of a new strategic pastoral and wellbeing framework and plan; one which acknowledges the diversity of cultures and identities within our kura.	• 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 2026.
1.4 As expressed in *Te Mātaiaho,* embed Mātauranga Māori into all schemes of work.	• SLT • HODs	• A variety of resources and contexts that support world views and understandings derived from uniquely Māori cultural points of view:	Terms 2-4	• Mātauranga Māori is evidenced in all schemes of work as expressed in *Te Mātaiaho.*

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
		• Te reo Māori, karakia are used across curriculum areas.		
PLD for staff to engage and enact Te Tiriti in the classroom and across the kura.	• 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 te reo and tikanga Māori practices. • Supporting Support Staff with local history 'Ngā kōrero o Ngāi Tai ki Tāmaki'; supporting Teaching Staff with embedding Mātauranga Māori in specific subject areas and integrated learning schemes of work.	Terms 2-4	• Increased knowledge, understanding, confidence and capability in using te reo and tikanga Māori practices.
Explore ways of interacting with Ngāi Tai ki Tāmaki which 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.

Strategic Pou #2	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.
Annual Pou #2	To adopt both UDL principles and culturally responsive pedagogies, which meet the specific learning needs of all ākonga.

What do we expect to see by the end of the year?

1. All teachers utilising UDL principles.
2. All teachers utilising the principles of Tapasā, especially those relating to culturally responsive pedagogies (Turu 3).
3. All teachers utilising *Te Mātaiaho* and its inclusive pedagogies, and have implemented these into a scheme of work.
4. Increased ability of ākonga to track their own academic progress.
5. Increased retention of priority learners in STEAM subjects.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
2.1 PLD Programme ensures all teachers are able to utilise the main principles of UDL in their classroom practices.	• SLT	• PLD time (Thursday mornings)	Terms 2-3	• 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 meet their specific learning needs.
2.2 PLD Programme ensures all teachers utilise the main principles of Tapasā, especially those relating to culturally responsive pedagogies (Turu 3).	• SLT	• PLD time (Thursday mornings)	Terms 2-3	• Utlising 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.
2.3 New schemes of work implement *Te Mātaiaho* and its inclusive pedagogies.	• SLT • HODs • All teachers	• PLD time (Thursday mornings) • Support for EOTC visits organised to enhance cross-curricular projects.	2025	• Teachers write or re-write schemes of work which better reflect effective pedagogical practices as outlined in Te Mātaiaho. • Authentic learning experiences are utilised in a cross-curricular project at Year 9 across all curriculum areas.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
2.4 New pastoral structure enables ākonga to have agency over personal progress and growth.	• SLT • Kaihautū • Kaiurungi	• *Navigation* – professional learning around *Career Central* etc.	2025	• 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.
2.5 Greater priority learner representation in STEAM subjects.	• Deputy Principal for Senior Curriculum. • HoDs	• Retention plan for priority learners.	2025	• Pacific learners to be tracked throughout the year. • Evidence of personalised interventions by teachers.

Strategic Pou #3	To build purposeful connections, partnerships and relationships that enable and support our students to thrive.
Annual Pou #3	To strengthen relationships through purposeful connections that will support learning.

What do we expect to see by the end of the year?

1. A strengthened and more constructive school and home partnership.
2. Strengthened connections through greater engagement with whānau of Māori and Pasifika ākonga.
3. Strengthened relationships with tertiary providers and Gateway partners.
4. A developed PR strategy and Alumni Association database.

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
3.1 Strengthen school and home partnerships, ensuring parents / whānau / significant adults are effective partners in ākonga learning journey.	• SLT • Kaiurungi	• Communication channels (review and establish)	2025	• Parents, whānau and significant adults feel they are well informed about their child's progress and achievement in easily understood language. • Parents / whānau / significant adult have the confidence necessary to support their child's learning at home. • Parents, whānau and school community are informed about priorities aligned to *Te Mātaiaho*, the refreshed framework for the NZ Curriculum and changes to NCEA.
Review our Reporting system, and explore opportunities for change.	• SLT • Kaihautū	• School visits to explore other models.	Term 4	• Teacher input to establish best practice, and the adoption of a reporting system which meets the needs of the college.
3.2 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. • Greater teacher participation at these events. • Parents and whānau of Māori and Pasifika ākonga feel confident in knowledge around aspects such as NCEA (survey feedback).

Actions	Who is responsible	Resources Required	Timeframe	How will you measure success?
3.3 Strengthen relationships with tertiary providers and Gateway partners.	• SLT • Careers Department	• Visits to schools and tertiary providers	2025	• Broad pathway provision meets the needs of our ākonga.
3.4 Develop a PR strategy and establish an Alumni Association database.	• SLT • Marketing and Communications Manager	• Database software	2025	• A strategic plan is developed for marketing and communications. • School alumni are utilised to benefit the Scholarship Programme.