

Key Metrics	What Success looks like	Key measures (summary)	Year 1 Milestones)	Year 2 Milestones	Year 3 (Milestones)
<b>Whakapono</b> proving Catholic Education based on the Gospel of Jesus lived out through Mercy Values and Traditions	A shared language for our Values and how they link to Faith, How to say sorry Sacramentally and in our relationships, use of sacred space by Whānau classes	Explicit encounters with Christ through sacramental opportunities, rituals, prayer, education How the values of Mercy and Wisdom apply to our Catholic formation uphold the dignity of self/others “Kia whakat`omu	Students and staff refer to three key values, Values are the basis for behaviour management system, Reconciliation is a key component of the Restorative Practice		
<b>Mana Taurite - Equity and Excellence</b> providing equitable opportunities and outcomes – achieving success through honouring the Te Tiriti centred teaching	Every new person is welcomed traditionally by staff or student, Teachers delivering programmes that provide students with a belief and skills to enable them to achieve success in order that students can access their aspirations and goals	Māori- High Expectations (identify and adoption strategies around cultural bias and racism <b>Level 1</b> 20% Ex, 20% M, 40% A, <b>Level 2</b> 40% Ex <b>Level 3</b> 25% Merit, 75% School mihi, MAC, Normalisation of tikanga, voice, mātauranga Māori, including te reo Māori, Local Curriculum defines experiences	Normalization of Mihi whakatau with every visitor, 90% retention to 17 in education, 100% Level 2, A key focus for the year is Education is Empowerment - Develop in partnership with Whānau/students and staff a belief that education will enable them to become stronger and more confident, especially creating multiple pathways for the future. achieve purposeful pathways, PAcT - training and begin tracking of Year 9 how we	Know a variety of waiata to support, students can set up and lead, demonstrate what it means to be a te tiriti partner and how to acknowledge this to visitors, Use or refer to their cultural background when asked to analyse issues Review - Curriculum focus on integration of matuaranga Maori into the curriculum, Departmental peer review, , Professional learning for all staff and students around Mihi whakatau	All are confident - lead by those initiating meeting rather than default to those with skill, Māori Achievement Mirrors Whole School Achievement School wide tikanga practices embed

		<p>and contexts Acknowledge Māori success 90% retention to 17 in education 100% Level 2</p>	<p>can improve teaching and Learning in writing</p>	<p>capacity welcoming and hospitality etiquette. One-off training in Whānau Monday slot, Responsible Tu Wahine, resources Whānau focus Monday's - teach Whanau to lead prayer assembly and begin with Mihi Whakatau</p>	
<p>Mana Tangata To develop authentic relationships through wellbeing, aspirations, needs and strengths and cultural needs of Kaiako and ākonga</p>	<p>School wide wellbeing model - shared understanding that Wellbeing is "feeling good and functioning well."</p>	<p>Strategies linked to values, Wellbeing Committee Staff and Students, Wellbeing focus weeks, Collection of resources that are able to be used, Increased attendance at school, Increase in self referrals for support, Shift in the NZCER results especially I know what to do if I am sad, I know how to get help</p>	<p>Wellbeing Committee established with staff, 90% Attendance, Whanau Teachers following up, parent meeting with by Dean of those under 85%, Drive an increase in learner engagement and sense of belonging. Goal setting earlier in the year, tracking plan, regular catch-up times put in calendar, cadence of parent involvement. - Whānau and Attendance heavier emphasiss on attendance, rewards those here</p>	<p>Wellbeing committee established with students, Review progress - measure against previous years, student staff feedback</p>	

<b>Annual Plan Goal 1:</b>	<b>Initiative 1:</b>			
<b>Outcome:</b> our students develop a Mercy Conscience, knowing how to live the Gospel Values through a Mercy Charism	<b>Measures:</b> 1. linking the Gospels to the Values 2. linking our behaviour and pastoral systems to the Values			
<b>Key actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Completed by</b>
sacramental programme	Jenny	Tuakana	nil	term 3
A reconciliation programme	Jenny/	Tuakana/Fr Bill	Fr Bill	term 2
Frequent use of sacred space - whānau by whānau	Whānau Teachers	Whānau Teachers	Posters, candles, roster	termly
Junior class Masses - at St Patrick's, liturgy in other languages especially Te Reo and Samoan	Kate	Jenny/Katrina	4 RE classes a term	once a term
Unpacking of the values and linking them to behaviour expectations -he 3 Core Values promoted Aroha, Whanaunatanga Kaitiakitanga, What do these values look like in our college	Jenny/Halina/Student Leaders	Whānau teachers, all staff, students	Posters, signage \$500 Time in our Staff Meeting, 2 PLD sessions in term 1 and one each term 2-4	Term 1
Support of Vinnies/Caritas/Women's Refuge/ Soup Kitchen/visiting Vicention home (once a fortnight)	Student Leaders	Student Leaders	Staff to support, an hour a fortnight after school (staff roster on)	Fortnightly visit to Vicention, termly focus of support
Maintain our Mission Day Activities that were outreach focused	Deans/Jenny	Student Leaders/Jenny/Whānau Leaders/ House Leaders/Deans	\$400, all staff, van, network of places to go.	Term 2

Mercy Day - celebration of this	Whānau Leaders	Jenny		Term 3
Retreats for every year level	Deans	Jenny Lavinia	\$3000, camp for year 10.	Year 9 Term 4/Year 10 Term 1/ Year 12 & 13 Term 3, Year 11 Term 2
O'Shea Shield - prepare mid term 1	Jenny/Katrina/Deirdre	Halina	\$3000, outside tutors (Alumni)	May Term 2

<b>Annual Plan Goal 1: To develop authentic relationships through wellbeing, aspirations, needs and strengths and cultural needs of Kaiako and ākongā</b>	<b>Initiative 2:</b>			
<b>Outcome: Mana Tangata</b>	<b>Measures:</b> <ul style="list-style-type: none"> <li>● all teachers set targets for all of their students at the start of the year</li> <li>● monitor these targets every 5 weeks</li> <li>● email or contact home with concerns 5 weekly - refer to HoD/Senco/Dean as well/record on Kamar</li> </ul>			
<b>Key actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Completed by</b>
Identifying barriers to engagement <ol style="list-style-type: none"> <li>1. Surveys &amp; Pulse checks</li> <li>2. Student voice – student led group</li> </ol>				
Mentor meetings - ensure all attend or are connected with - review termly	Mandy	All staff	Staff meeting time to go into planning for what we want from these	Week 5 of term 1
Meeting with Parents and Whānau teachers	Halina	All Whānau Teachers		Week 3
Analysis of student management data by Deans and Hod twice a term - feed this	Deans/HoD			Week 4 and week 9 each term

information on. This also to include Academic Tracking				
Māori/PI learning support plan - report to the board (term 1)	Halina/Mandy			
All Teachers identify students at risk of underachievement and make a plan - share this as part of the Mentoring meetings	HoD/Deans	Subject teachers	Time - part of agenda for Tuesday academic tracking	By week 5 of each term.
Attendance - weekly check if drop below 80% a letter sent home by Whānau teacher	Whānau Teachers/Dean/Lavinia	Whānau Teachers/Classroom teachers	Analysed at deans meeting twice a term.	Twice a term.
All pastoral information entered onto Kamar	Deans	all staff	Time given on Thursday briefing time to enter this	Weekly update
Review Pastoral Systems to reflect the values - link with Gospel (Dimension 23 Te Whakaatu Karaitiana - Christian Witness (Catholic Cscool community/ Partnership/Collaboration/Pastoral care)	Pastoral Team	Staff, students, Whānau, Asosi	Newsletter, google survey, student feedback	Term 3



<b>Annual Plan Goal 1:</b> <b>Equity and Excellence providing equitable opportunities and outcomes – achieving success through honouring the Te Tiriti centred teaching</b>	<b>Initiative 3:</b> <ul style="list-style-type: none"> <li>• Drive an increase in learner engagement and sense of belonging. Goal setting earlier in the year, tracking plan, regular catch-up times put in calendar, cadence of parent involvement. - Whānau and Attendance heavier emphasis on attendance, rewards those here</li> <li>• Students engaged outside of school - transition to school coordination what does this look like shared staff plan, Deans meetings reporting on attendance and whānau meetings.</li> </ul>			
<b>Outcome:</b> <ul style="list-style-type: none"> <li>• Mihi whakatau – capacity welcoming and hospitality</li> <li>• Equitable Outcomes</li> </ul>	<b>Measures:</b> <ul style="list-style-type: none"> <li>• Measures: Every new person is welcomed traditionally by staff or student</li> <li>• 95% of Māori and Pasifika students at Level 1, 2 and 3 achieve at or above the national average of the SCC cohort 75% of all students achieve UE Endorsements L1 60% M/E L2 50% M/E L3 40% M/E</li> </ul>			
<b>Key actions</b>	<b>Accountable</b>	<b>Responsible</b>	<b>Resources</b>	<b>Completed by</b>
Professional learning for all staff and students Tiaknaga eg Powhiri Mihi whakatau – capacity welcoming and hospitality etiquette, increasing knowledge of waiata, ways of welcoming Actions: - Once-off Training	Chez. Tu Wahine, MAC Group	Chez, Tu Wahine Maori head girl, Whānau leaders	Term 1: Whanau time per week (15 mins)	Term 1
Ongoing Training and Practice	Māori Achievement Group, Tu Wahine, Chez	Tu Wahine (Maori head girl)	Whanau time per fortnight (15 mins)	ongoing



Guide/Manual/template and resources	Achievement Group, Tu Wahine, Chez	Tu Wahine (Maori head girl)	A template and resource kit	
Review of reports so that they are meaningful to learners and their whānau that is growth focused. It is live document	Mandy	SLT/HoD, Deans	2 days release to look at other schools	End of term 1
Every subject will have Te Atiawa knowledge acknowledged in at least one unit of work. This could be highlighting racism in statistics, food storage techniques,	MAC,	Chez can support with this as WSL		
PaCT - writing where are the gaps in the students work - focus teaching for on these areas	All staff	Dean/Maggie/Mandy	Examples of work, samples from contributing schools	End of term 3
Level 1 standards - review termly, have a mid term check in.	HoD/Mandy	All staff	Twice a term staff meeting	End of each term data report
Each department set targets at the start of the year for achievement - review in a live document at the end of each unity	HoD/Mandy	All Staff	On the Agenda for the Curriculum Leaders meeting, create an assessment calendar (time)	Ongoing
All at SCC know their Mihi, cover in whānau time	Chez/Tu Wahine	Whole School	Whānau time on a monday Term 2	End of Term 2
Review - Curriculum focus on integrateion of matuaranga Maori into the curriculum	HoD's		Report to SLT and PLD Wednesday on how they are doing this	Term 4 Wednesday's
<ul style="list-style-type: none"> <li>• Each staff member can deliver a personal mihi or the school one</li> <li>• Each staff member can waiata and karakia from a collection taught to them</li> </ul>				

<ul style="list-style-type: none"> <li>• Using local curriculum purakau - deliver content that is respectful and relevant</li> <li>• Consider bias - have the opportunity for language/treaty discussions</li> <li>• To visit a Marae and learn tikanga</li> <li>• Use an assessment tool to gauge ability</li> <li>• Examine "cultural competency". How will you know the impact ākongā achievement?</li> </ul>				
<p><b>To give all students opportunities to walk confidently in bicultural NZ</b></p> <p>Each student can deliver a personal mihi or the school one</p> <p>Each student can perform the school haka</p> <p>Each student can waiata and karakia from a collection taught to them</p> <p>Each student can learn tikanga</p>				