

## St Catherine's College - Te Kāreti o Hāta Kataraina, Annual Plan 2024

Key Metrics	What Success looks like	Key measures (summary)	Year 1 Milestones)	Year 2 Milestones	Year 3 (Milestones)
<p><b>Whakapono</b> Providing Catholic Education based on the Gospel of Jesus, lived out through Mercy Values and Tradition</p>	<p>A shared language is used 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.</p>	<p>Explicit encounters with Christ through sacramental opportunities, rituals, prayer, and education. How the values of Mercy and Wisdom apply to our Catholic formation, uphold the dignity of self/others “Kia whakatomuri”</p>	<p>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.</p>		
<p><b>Mana Taurite - Equity and Excellence</b> Providing equitable opportunities and outcomes – achieving success through honouring Te Tiriti o Waitangi-centred teaching</p>	<p>Every new person is welcomed with appropriate Tikanga by staff or student. Teachers deliver programmes that provide students with the belief and skills to enable them to achieve</p>	<p>Students who identify as Māori - high expectations, identify and adopt strategies around cultural bias and racism. Aspirations 2024 Level 1 20% E, 20% M, 40% A,</p>	<p>Normalization of Mihi whakatau with every visitor L3 90%, L2 100% retention in education. A key focus for the year is Education is Empowerment - Develop partnership</p>	<p>Know a variety of waiata so that students can set up and lead Mihi Whakatau in assemblies etc Demonstrate what it means to be a te Tiriti o Waitangi partner, how to acknowledge this to</p>	<p>All are confident - lead by those initiating meeting rather than default to those with skill, Māori Achievement Mirrors Whole School Achievement School wide tikanga</p>

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	<p>success so that students can access their aspirations and goals</p>	<p>Level 2 40% E Level 3 25% M, 75% A Development of SCC mihi, Involvement with MAC, Normalisation of tikanga, mātauranga Māori, including te reo Māori. Local Curriculum defines experiences and contexts. Acknowledge Māori success in newsletters and social media Retention rates L3 90%, L2 100% remaining in education</p>	<p>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, Literacy and Numeracy tracking for Junior students using standardised testing</p>	<p>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 capacity welcoming and manaakitanga. Monday whaanau time- Tu Wahine to lead Mihi Whakataou and lead sessions in Waiata, Haka, Tikanga, Prayer, celebrations.</p>	<p>practices embeded</p>
<p><b>Mana Tangata</b> Developing authentic relationships through wellbeing, aspirations,</p>	<p>School wide wellbeing model - shared understanding that</p>	<p>Strategies linked to values, wellbeing committee for staff and</p>	<p>Wellbeing Committee established with staff and students</p>	<p>Wellbeing committee established with students</p>	

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<p>needs and strengths and cultural needs of Kaiako and ākonga</p>	<p>Wellbeing is “feeling good and functioning well.”</p>	<p>students, wellbeing focus weeks Collection of resources, Increased attendance at school</p>	<p>90% attendance (attending regularly) Whānau teachers following up attendance with parents and 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 Acknowledge high attending students</p>	<p>Review progress - measure against previous years, student staff feedback using NZCER survey</p>	
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<b>Annual Plan Goal 1:</b> providing Catholic Education based on the Gospel of Jesus lived out through Mercy Values and Traditions		<b>Initiative 1:</b> Foster a holistic Mercy-based values educational environment Promote Mercy values-based community service and outreach programmes			
<b>Outcome:</b> Ākonga develop a Mercy Conscience, knowing how to live the Gospel Values through a Mercy Charism		<b>Measures:</b> linking the Gospels to the Values linking our behaviour and pastoral systems to the Values			
Key actions	Accountable	Responsible	Resources	Completed by	Year 1, Term 1 Milestone
Sacramental programme	OBI	Tuakana	nil	Term 3	
A reconciliation programme	OBI	Tuakana/Fr Bill	Fr Bill	Term 2	
Frequent use of sacred space - rotating whānau times	Whānau Teachers	Whānau Teachers	Posters, candles, roster	termly	
Junior class Masses - at St Patrick's, liturgy in other languages especially Te Reo and Samoan	KBE	OBI	4 RE classes a term	once a term	
Unpacking of the values and linking them to behaviour expectations - 3 Core Values promoted Aroha, Whanaungatanga, Kaitiakitanga, What do these values look like in our college?	OBI/MCD/St udent 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	

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Support of Vinnies/Caritas/Women's Refuge/Soup Kitchen/visiting Vincentian home (once a fortnight)	Student Leaders	Student Leaders	Staff to support, an hour a fortnight after school (staff roster on)	Fortnightly visit to Vincentian, termly focus of support	
Maintain our Mission Day Activities that are outreach focused	Deans/OBI	Student Leaders/OBI/Whānau Leaders/House Leaders/Deans	\$400, all staff, van, network of places to go.	Term 2	
Mercy Day celebration	Whānau Leaders	OBI		Term 3	
Retreats for every year level	Deans	OBI /Tuakana	\$3000, camp for year 10.	Year 9 Term 4 Year 10 Term 1 Year 12 & 13 Term 3, Year 11 Term 2	Retreat for Year 9
O'Shea Shield prepare mid-term 1	OBI/MCD/WAL	MCD	\$3000, outside tutors (Alumni)	May Term 2	

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<b>Annual Plan Goal 2: Mana Taurite</b> Equity and Excellence by providing equitable opportunities and outcomes – achieving success through honouring the Te Tiriti o Waitangi centred teaching		<b>Initiative 2:</b> 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 Students engaged outside of school - transition to school coordination, what does this look like? shared staff plan, Deans meetings, reporting on attendance and holding whānau meetings.			
<b>Outcome:</b> Mihi whakatau – capacity welcoming and hospitality Equitable Outcomes		<b>Measures:</b> Measures: Every new person is welcomed traditionally by staff or student 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			
Key actions	Accountable	Responsible	Resources	Completed by	Year 1, Term 1 Milestone
Professional learning for all staff and students in Tikanga eg Powhiri, Mihi Whakatau – improve capacity for welcoming and hospitality etiquette, increasing knowledge of waiata	ODN/Tū Wahine/MAC Group				
Ongoing Training and Practice	Māori Achievement Group, Tū Wahine, ODN				
Guide/Manual/template and resources	MAC, Tu Wahine, ODN	Tuakana/Fr Bill	Fr Bill	Term 2	

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Review of reports so that they are meaningful to learners and their whānau that is growth focused. It is a live document	PGE				
Every subject will have Te Atiawa (Mana Whenua) knowledge acknowledged in at least one unit of work. This could be highlighting racism in statistics, food storage techniques etc	MAC				
PaCT - writing where are the gaps in the students work - focus teaching for on these areas	All staff	Dean/TRP/PGE	Examples of work, samples from contributing schools	End of term 3	
Level 1 standards - review termly, have a mid-term check in.	HoD/PGE	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/PGE	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	ODN/Tu Wahine	Whole School	Whānau time on a Monday Term 2	End of Term 2	
Review - Curriculum focus on integration of matauranga Māori into the curriculum	HoD's		Report to SLT and PLD Wednesday on how they are doing this	Term 4 Wednesday's	

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<p>Each staff member can deliver a personal mihi/school mihi                  Each staff member can waiata and karakia from a collection taught to them                  Using local curriculum purakau - deliver content that is respectful and relevant                  Consider bias - have the opportunity for language/treaty discussions                  To visit a Marae and learn tikanga                  Use an assessment tool to gauge ability                  Examine "cultural competency".                  How will you know the impact ākongā achievement?</p>					
<p>To give all students opportunities to walk confidently in bicultural NZ                  Each student can deliver a personal mihi/school mihi                  Each student can perform the school haka                  Each student can waiata and karakia from a collection taught to them                  Each student can learn tikanga</p>					



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<b>Annual Plan Goal 3: Mana Tangata</b> To develop authentic relationships through wellbeing, aspirations, needs and strengths and cultural needs of Kaiako and ākongā		<b>Initiative 3:</b> Create a culturally relevant localized curriculum that incorporates Te Atiawa knowledge Create an inclusive and welcoming environment that respects the diversity of students where their culture is reflected in the curriculum Empower a broad and alluded educational experience for all students by strengthening teacher practice in culturally responsive practices			
<b>Outcome: Mana Tangata</b>		<b>Measures:</b> all teachers set targets for all of their students at the start of the year and monitor these targets every 5 weeks email or contact home with concerns 5 weekly - refer to HoD/Senco/Dean as well/record on Kamar			
Key actions	Accountable	Responsible	Resources	Completed by	Year 1 Term 1 Milestone
Identifying barriers to engagement Student voice – student led group					
Mentor meetings - ensure all attend or are connected with - review termly	PGE	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	MCD	All Whānau Teachers		Week 3	
Analysis of student management data by Deans and Hod twice a term - feed this information on. This also to include Academic Tracking	Deans/HoD			Week 4 and week 9 each term	

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Māori/PI learning support plan - report to the board (term 1)	PGE/MCD		Term 1		
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 into Kamar	Deans	all staff	Time given on Tuesday 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	