

## ANNUAL PLAN 2026

**Vision statement** : Empowering students through Catholic & Mercy values and Te Tiriti o Waitangi to connect with identity, take responsibility for learning, and work for justice.

### Akoranga (weaving learning/ I love myself and will do everything to grow through my learnings)

Aspiration Statement:	weaving learning/ I love myself and will do everything to grow through my learnings	
	KURA	ACTIONS
Equitable success among ethnicity groups, in particular Māori students	<ul style="list-style-type: none"> <li>● Initiate a targeted response approach for academic reporting, specifically identifying and lifting the performance of Māori students to ensure equitable outcomes.</li> <li>● Staff Professional Development (PD) focused on cultural sustainability and inquiry models to better understand current learners. I.e Talanoa Ako</li> </ul>	<ul style="list-style-type: none"> <li>- Investigate the Merit and Excellent achievement, focusing on increasing these grades.</li> <li>- Look at data of students who have non submitted assessments.</li> <li>- Recognition of multiple avenues for credits. I.e dance assessments for poly.</li> <li>- Through the student tracking, focus within the department on students at risk. Development of common strategies to support these students</li> <li>- Creation of students learning profiles and increase engagement with RTLB.</li> </ul>

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<p>Responsibility for Learning</p>	<ul style="list-style-type: none"> <li>● Implement a rigorous monitoring system for attendance and punctuality, aiming for the <b>90% target</b>. Communicate policy expectations clearly to whānau immediately.</li> <li>● Begin the consultation process with students and whānau to <i>design</i> the Graduate Profile (incorporating whakapapa, goals, and strengths).</li> </ul>	<ul style="list-style-type: none"> <li>● Daily report for students and whānau teachers to react quickly on attendance + more data tracking. I.e teachers entering time in kamar when student is late.</li> <li>● Attendance badges</li> <li>● Give Deans a priority for learning conversations.</li> <li>● Regular and consistent communication with home about assessment, course outlines and progress.</li> </ul>
<p>Developing an identity as a ākonga in Aotearoa</p>	<ul style="list-style-type: none"> <li>● Establish regular, timetabled Te Reo Māori classes and sessions on Te Ātiawa tikanga/kawa for all students and staff.</li> <li>● Establish regular opportunities for ākonga Māori to be together and connect with mātauranga māori and Te Ātiawa tikanga</li> </ul>	<ul style="list-style-type: none"> <li>- Mātauranga māori content and te reo māori taught in most learning area.</li> <li>- Ākonga māori hui once a fortnight + noho marae + ākonga māori conversation and tracking once a month.</li> <li>- Tuesday: waiata practice + pōwhiri practices.</li> <li>- Year 9 Tikanga class.</li> <li>- 2 times/ term: tikanag session for staff.</li> <li>- Kura Ahurea to de delivered across staff.</li> </ul>

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<b>Whakapono ( Faith, I love God)</b>		
	<b>KURA</b>	<b>ACTIONS</b>
Students grow in their personal relationship with God and expression of their faith	Ensure the Catholic special character and mercy values are represented in all curriculum area Ensure sacramental formation programs are active and accessible for students wishing to join the Church.	<ul style="list-style-type: none"> <li>- reflection/ prayers at the beginning of lesson and day. Verse reflection for the whole year (year 10)</li> <li>- DRS support all HOD with Catholic concepts</li> <li>- Use social catholic teaching principles to lead the school drives.</li> <li>- All year levels attend a retreat</li> <li>- Regular liturgies.</li> </ul>
Students are confident in their culture while functioning in their faith (i.e. students recognise that their culture and faith are complementary and feel comfortable in expressing both)	Opportunities for students to know about other religions. Create bridges and connections with different beliefs	<ul style="list-style-type: none"> <li>- Theme of the year : build bridges not walls.</li> <li>- Other religions are taught in senior programmes in RE.</li> <li>- Teach science worldviews alongside Catholic worldview as complementary.</li> <li>- Students of a different religion have the opportunity to wear some items of the uniform differently.</li> <li>- Representation of artists and artwork from a range of cultural backgrounds.</li> <li>- Belief app: prayers in different languages.</li> </ul>
SCC is connected and involved with Trinity parish and the wider (Wellington) Catholic community	Maintain our relationship with our kāhui katorika and our parish	<ul style="list-style-type: none"> <li>- DRS maintains a relationship with parish priest.</li> <li>- Parish invited to school masses</li> <li>- Priest, Father Bill, attend Tuesday morning tea once a fortnight</li> <li>- Principal connected with Catholic schools in Wellington.</li> <li>- Support of local catholic charities. I.e Vinnies.</li> <li>- Compulsory for all of attendance at masses.</li> </ul>

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<b>Aroha ( I love others)</b>		
	<b>KURA</b>	<b>ACTIONS</b>
Students are forming a diverse and culturally inclusive community	<ul style="list-style-type: none"> <li>• Acknowledge all cultures as much as possible through school events</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum programmes: connect to different cultures. I.e Food tech or technology.</li> <li>- International day + pacific languages week celebrated by students.</li> <li>- Te reo māori and other languages used in masses.</li> <li>- Clubs. I.e Filipino club + international ambassador</li> </ul>
We empower our students to be themselves, have their own opinions and accept those around them.	<ul style="list-style-type: none"> <li>• Establish a "Student Voice" structure (Council/Whānau leaders) to ensure every year level has representation.</li> </ul>	<ul style="list-style-type: none"> <li>- Meeting once a month with the students level rep.</li> <li>- Meeting once a fortnight with the student leaders council.</li> <li>- Create a positive classroom culture where students feel empowered to voice their opinion.</li> </ul>
Students see partnerships between the school and their whānau	<ul style="list-style-type: none"> <li>• Inviting students to be part of the learning conversations</li> <li>• Giving regular feedback to whānau of the progress of their daughter</li> <li>• Organising informal events for whānau to come to school</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers making regular contact with home. Positive and negative pastoral entries. Postcard to send home.</li> <li>- Emphasis on 3 way conversations (whānau, ākongā, kaiako)</li> <li>- Pasifika fun day, rā māori, matariki, whakawhanungatanga evening.</li> </ul>
Students focus on their wellbeing	<ul style="list-style-type: none"> <li>• Prioritise student wellbeing by securing external agency support (CRHS, CAHMS, Te Ara) for students in need.</li> <li>• Create a new way of celebrating whānau hauora around the whare tapa whā</li> </ul>	<ul style="list-style-type: none"> <li>- Noticing changes in students' behaviour and mood.</li> <li>- Focus on participation in hauora activities.</li> <li>- Using aspect of hauora in units/ topics.</li> </ul>