

# ST CATHERINE'S COLLEGE- STRATEGIC PLANNING 2026-2029

<b>Vision Statement</b>	<i>Through our Catholic and Mercy values and honouring Te Tiriti o Waitangi (TOW), St. Catherine's College empowers students to connect with their cultural identity, take responsibility for their learning, and work for justice through community actions.</i>
<b>Values</b>	<b>Through Mercy: Manaakitanga/ Hospitality, Aroha/ Compassion, Tika/ Justice, Awhinatanga/ Service, Tapu o tangata/ Respect.</b>

<b>Article 1: Kāwanatanga / Honourable Governance</b>	<b>Article 2: Rangatiratanga / Māori Self Determination, Agency, Mana Motuhake</b>	<b>Article 3: Ōritetanga / Equity, Partnership</b>	<b>Article 4: The Spoken Promise / Protection</b>
1. We understand our position as Crown agents and affirm Māori as Tangata whenua.	1. Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practised and celebrated.	1. In the interest of all, Māori students and staff have the same rights and opportunities as non-Māori.	1. Our staff and students are empowered to have cultural and spiritual/religious freedom.
2. We seek to govern honourably - decisions are made with those who are impacted by them the most.	2. Our Māori students are supported to succeed <b>as</b> Māori.	2. Barriers and inequalities are removed to ensure equitable outcomes for all.	2. Māori customs, spirituality and beliefs are protected.
3. We engage a shared decision-making process with mana whenua and our communities.	3. Māori students and staff have agency, mana, and the power to act.	3. Our resources, content and delivery reflect Aotearoa and our dual heritage. We ensure equitable representation of Mātauranga Māori, Reo, tikanga etc.	3. Te Reo Māori, tikanga, and Mātauranga Māori is respected, protected and enhanced.
4. Our communication is meaningful, ongoing, reciprocal and transparent.	4. Māori diversity is recognised and valued and self determination is enacted.	4. Māori perspectives and the voices of Māori are equitably represented.	4. Te Ao Māori and mana whenua narratives are protected

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

Aspiration Statement	Hei Mahi / Actions		
	<b>Ko Mātou</b> <i>Personal/individual perspective. The knowledge, practice and expertise of our staff.</i>	<b>Ko Tātou</b> <i>Internal as a kura. Our practices, procedures, ways of working together.</i>	<b>Ko Rātou</b> <i>External. Relationships with our community. Our responsibilities externally.</i>
Equitable success among ethnicity groups, in particular Māori students	<ul style="list-style-type: none"> <li>Regular academic reporting, including key groups;</li> <li>Targeted response approach to lift student performance, including any new/amended resource requirements;</li> <li>Environment of learning is safe and available for all through a variety of opportunities;</li> </ul>	<ul style="list-style-type: none"> <li>Students can speak with joy, be uplifted and proud of their learning journey and effort (not only academic success);</li> <li>Organising different groups of support (tutoring, study clubs)</li> <li>Enable students to develop critical thinking and challenge the different perspectives that can co-exist;</li> <li>Staff upskills through professional development and an inquiry model to develop their knowledge and understanding of our learners.</li> </ul>	<ul style="list-style-type: none"> <li>Our community see all the success of SCC students including academically;</li> <li>Fostering the connections with the kāhui/community, so that there is a clear understanding of how to support students as they arrive;</li> </ul>
Responsibility for Learning	<ul style="list-style-type: none"> <li>Develop and identify a process for developing a graduate profile, with students and whānau;</li> <li>Organise and support the curriculum review;</li> <li>Using the BOT membership to leverage expertise so that students can visibly see the opportunities that exist;</li> <li>Creating a survey to gather data with past students on their preparedness for after school</li> <li>The board monitors closely the attendance data of the school and communicate clearly the expectations of attendance and punctuality with the community</li> </ul>	<ul style="list-style-type: none"> <li>Creating a graduate profile (that includes whakapapa, pepeha, goals, challenges, progress etc); developed and evolved by student based on own strengths, in conversation with SCC and families;</li> <li>Encourage students evaluation of this profile several times each year;</li> <li>Students are given wider opportunities and pathways for learning and understanding the multiple opportunities;</li> <li>Ensuring all students are equipped for after school life</li> <li>Supporting student subjects choice as much as we can/ students agency</li> <li>Use a strong monitoring system and rapid communication with whānau. Uphold the attendance policy and process at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Identify past students and role models that can present and speak to students about the success of their careers and the struggles they faced.</li> <li>Supporting students to attend school at a minimum of 90%, with a punctuality of a minimum of 90%</li> <li>Use of external agencies to support attendance. (CRHS, CAHMS, Te Ara etc.)</li> </ul>
Developing an identity as a ākonga in Aotearoa	<ul style="list-style-type: none"> <li>Ensure the teaching of Te Reo Māori me ona tikanga Māori across the school (kaiako, ākonga)</li> <li>Develop and partner with hapū and iwi by seizing any opportunities to invite them consult with them on vision and development of our kura</li> </ul>	<ul style="list-style-type: none"> <li>Timetabled Te Reo Māori classes, regular sessions of teaching Te Ātiawa tikanga. Implementation of Te Ātiawa kawa in our daily practices.</li> <li>Normalise the correct use of Te reo and tikanga Māori in everyday life at school</li> </ul>	<ul style="list-style-type: none"> <li>Promoting and increasing our relationship with mana whenua by continuing our partnership with the Tenths trust and meeting with them regularly.</li> </ul>

## Whakapono ( Faith, I love God)

Aspiration Statement	Hei Mahi / Actions		
	Ko Mātou <i>Personal/individual perspective. The knowledge, practice and expertise of our staff.</i>	Ko Tātou <i>Internal as a kura. Our practices, procedures, ways of working together.</i>	Ko Rātou <i>External. Relationships with our community. Our responsibilities externally.</i>
Students grow in their personal relationship with God and expression of their faith	<ul style="list-style-type: none"> <li>Board to hold a wānanga with DRS and RE teachers to discuss/better understand the school's special character and how to support it.</li> </ul>	<ul style="list-style-type: none"> <li>Creating opportunities for students to continue/ start their sacramental formation</li> <li>Students understand Catholicism and become participant of the Catholic church and all students and staff understand what it means to be a Mercy school and know the Mercy values</li> <li>Ensure students are exposed to different perspectives of faith/relationships to God (e.g. external guest speakers)</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for whānau to learn about the school's special character and religious curriculum</li> <li>Students are participating in Mercy Colleges gatherings and workshops.</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)	<ul style="list-style-type: none"> <li>Prioritise the special character in strategic planning conversations and review</li> </ul>	<ul style="list-style-type: none"> <li>Students' faiths are expressed, celebrated and respected. Teaching multiple faiths and cultural celebrations throughout the year.</li> <li>Students can pray in different languages and recite a kete of waiata and karakia.</li> </ul>	<ul style="list-style-type: none"> <li>Whanau are provided the opportunity to reflect on their aspirations for their child in relation to culture + faith (e.g. during events such as Faith &amp; Whanau)</li> </ul>
SCC is connected and involved with Trinity parish and the wider (Wellington) Catholic community	<ul style="list-style-type: none"> <li>Identify / undertake stocktake of relationships with key local and wider Catholic stakeholders and the relationship holder at SCC (e.g. colleges, parishes, primary schools, catholic organisations)</li> <li>Visible collaboration with the Board of Proprietors</li> </ul>	<ul style="list-style-type: none"> <li>Students continue to serve / engage with the community through services such as Mercy Day, Mission day etc.</li> <li>Students are participating in Catholic activities such as YAFA, YCL and are encouraged to attend mass services within and out of school hours.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for the wider catholic community to get involved at SCC</li> <li>The school continues to foster/grow its reputation as a Mercy school</li> <li>Continue working with other Catholic schools to foster and develop young catholic leaders (e.g. through school-led youth groups)</li> </ul>

## Aroha ( I love others)

Aspiration Statement	Hei Mahi / Actions		
	<b>Ko Mātou</b> <i>Personal/individual perspective. The knowledge, practice and expertise of our staff.</i>	<b>Ko Tātou</b> <i>Internal as a kura. Our practices, procedures, ways of working together.</i>	<b>Ko Rātou</b> <i>External. Relationships with our community. Our responsibilities externally.</i>
Students are forming a diverse and culturally inclusive community	<ul style="list-style-type: none"> <li>Skills - acknowledging and sharing knowledge and skills the board represent to support the goals of school</li> <li>Capability and capacity to attract staff relevant to the school's population. (staff diversity as represented by our students)</li> <li>Unconditional support for each other. The board is aware of the socio-economical difficulties that parents may encounter and support aiga/families as much as possible.</li> </ul>	<ul style="list-style-type: none"> <li>Student culture is celebrated at school through events, posters and artifacts.</li> <li>Students are connected with staff and uphold a reciprocal respectful relationship.</li> <li>Create multiple and diverse activities to enable our students to have a wide range of experiences. The school acknowledges and celebrates cultural and sport successes regularly</li> <li>The school maintain discretion and provides some support for students who experience hardship</li> <li>Teachers have PL on cultural sustainability to apply in their pedagogies and daily relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Using current networks within board and management to strengthen our directory of contacts and networks. E.g. Primary schools, building and strengthening and the pathway.</li> <li>Advertising is representing mixed ethnicity representation. For example, the end of school magazine.</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>Respect: different opinions are valued and shared in a safe environment for people to be themselves.</li> <li>Cultural humility, empowerment pathways for board and staff to develop themselves in a unified way, e.g. what does silence really mean.</li> </ul>	<ul style="list-style-type: none"> <li>Students are active participants of our community and have a voice with a representative at every year level (i.e student level rep/ students council/ leaders council/ whānau hauora/ whānau leaders etc.)</li> <li>All staff are inclusive and have a strong sense of connectedness and belonging as a school staff. E.g admin, maintenance staff.</li> </ul>	<ul style="list-style-type: none"> <li>The community is regularly informed of changes, successes and progress of the college.</li> </ul>
Students see partnerships between the school and their whānau	<ul style="list-style-type: none"> <li>Visibility and clear communication with the community</li> </ul>	<ul style="list-style-type: none"> <li>Regular communication with whānau through learning conversations, reports, newsletters and various events.</li> <li>School organise events to create some connections and partnership with whānau</li> </ul>	<ul style="list-style-type: none"> <li>Whānau feel welcome to share their opinions, questions and concerns with the school.</li> </ul>
Students focus on their wellbeing	<ul style="list-style-type: none"> <li>The board understands wellbeing during adolescence and sets priorities and resources for our students.</li> </ul>	<ul style="list-style-type: none"> <li>School gives opportunities for students to develop their wellbeing.</li> <li>Staff look role model wellbeing practices for our students</li> <li>The school develops planning around the maramataka.</li> </ul>	<ul style="list-style-type: none"> <li>Organisations in the wider community provide workshops for our students and parents and caregivers. Whānau supports the school with wellbeing initiatives. (Challenge 2000, Community Constable, Evolve etc.)</li> </ul>