



Goal 1	Specific Goal	What we will do	Who and by When	How	What will success look like	✓ Evaluation
In a culturally responsive way, Nourish Catholic Character	Grow Contemplation / Communion / Mission and create authentic mission action	Provide opportunities for authentic Catholic witness and mission through <ul style="list-style-type: none"> • Classroom experience • Sacramental programmes • Ascend youth group • Service work • Fundraising • School Masses • Class Masses • Mission Market Day • Caritas support • House Feast Days with service projects 	DRS, RST Teachers, Special Character Council, House Leaders, Liturgy Leader, Staff and Students	<ul style="list-style-type: none"> • Gather voice from students, staff and whānau, parish and Sisters about opportunities for spiritual growth: • Engagement survey online and at hui to ask about student engagement with sacramental programmes, youth groups. • Monitoring of engagement rates with both in school initiatives and parish opportunities 	<p>Students engage with a range of opportunities for spiritual growth at Manawa Tapu</p> <p>Students are involved in school time and in the parish and the community</p>	

Goal 2	Specific Goal	What we will do	Who and by When	How	What success will look like	✓ Evaluation
In a culturally sustaining way, Nurture Hauora	Prioritise hauora with a wellbeing first approach based on the principles of Te Whare Tapa Whā and reconciliation.	Meet the MOE's attendance targets: <ul style="list-style-type: none"> • 70% of students attending school regularly (90%) • 6% of students at most with moderate absences (attending 70%-80%) • 5% of students at most with chronic absences (attending less than 70%) 	by the end of Term 4.	<ul style="list-style-type: none"> • Analyse and communicate attendance data to staff monthly (JTA) • Ensure accurate coding of absences by monitoring coding and providing PD and support to the admin staff (JTA, BHO, LSI) • Provide wrap around support for students with chronic absence of 70% or less and include these students on the Tier 2 	Student attendance improving	

				register (Manaaki, Deans, Counsellors, outside agencies) <ul style="list-style-type: none"> • Send Termly attendance updates to whanau of students who are not meeting the attendance target. 		
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Goal 3	Specific Goal	What we will do	Who and by When	How	What success will look like	✓ Evaluation
In a Culturally Sustaining Way, We Strengthen Ako (Learning) and Poutama (Pathways)	We will provide student centered, innovative learning experiences that embrace local curriculum and encourage critical thinking.	Create courses in each curriculum area that focus on the big ideas and significant learning of that subject area	LOLs, TICs, all subject teachers of Year 9, 10, and 11 by the end of Term 4.	<ul style="list-style-type: none"> • Unpack the new NCEA focus for Level 1 (taught at Y11 here) to develop understanding of the 'big ideas and significant learning' and write unit plans for 2024 based on this • Work backwards from the Y11 courses, and do the same for both Year 10, and Year 9 to ensure preparation and progression of learning is developed • Staff PLD of the big ideas and significant learning of their relevant areas • LOLs growing in knowledge of each key initiative so there is confidence to lead and support in that space (internal and external PLD) • Teachers growing in knowledge of each key initiative so there is 	<p>Ultimately, students will have relevant courses available to them that are not only student centered, but also preparing them with the knowledge, understanding, and tools they need to be equipped for the next step in their pathway.</p> <p>Staff understanding of what the new NCEA requires, and how to go about teaching it.</p> <p>Documentation created and available for all new courses starting in 2024 (unit plans and a start on lesson plans)</p> <p>New teaching and learning approaches to accommodate the new NCEA</p>	

				confidence to create lessons/activities in that space		
		Update our Learning Progressions to ensure they reflect the focus in each year level and subject area.	LOs, HMI by the end of Term 3.	<ul style="list-style-type: none"> LOs work with HMI to look strategically at what is taught from Y7-13 in their curriculum area, and update where relevant to accommodate the new NCEA (and the impact either side- down to Y7, and up to Y13) 	<p>Ultimately, students will be able to identify their next learning steps and where their learning will lead them in future.</p> <p>All staff, students, and community will be able to access and understand the progression of learning available for their student in each curriculum area.</p>	

Goal 4	Specific Goal	What we will do	Who and by When	How	What will success look like	✓ Evaluation
In a culturally sustaining way, Openly Engage with	Grow genuine, deeper relationship with iwi to strengthen authentic connection and live out Te Tiriti o Waitangi	Gather voice from our Māori and Pasifika whānau and student community via online survey, in person event at school, at marae, the parish or other locations suggested by whānau regarding our Pastoral care system.	<p>SLT led by BCO Initial hui by Week 4 term 2</p> <p>Follow up events at other venues in response to suggestions from whānau</p>	<ul style="list-style-type: none"> Caregivers and whānau participation in a hui or a survey Student participation in a focus group 	We develop deeper relationships with iwi and whānau to ensure our pastoral systems are meeting the needs of our Māori and Pasifika students.	