



Sacred Heart Girls' College Annual Implementation Plan 2024

Summary of the Plan

Our theme for 2024 is “Kua tae mai ahau kia whiwhi ai te ora, te ora maha”, “I have come that you might have life and have it in abundance.” taken from John 10:10. We have chosen this theme, inspired by the new Bishop’s document (October 2023) “[Te Kahu o Te Ora, a Consistent Ethic of Life](#)” and we see that this fits well with our Manawa Mission of Ako, Manaakitanga and Wāhine Toa. **Ako** – our students take every opportunity to learn, **Manaakitanga** – we think of those around us to ensure they live life to the full and **Wāhine Toa** – our students learn to make good choices to develop inner strength and character to have abundant life. The Mission Sisters charism of **Contemplation, Communion** and **Mission** provides the framework for our Catholic Special Character.

In 2024 our annual implementation plan focuses on:

- exploring the Catholic view of having life to the full
- taking a proactive approach to ensure all students are engaged and attending regularly by strengthening our Manaaki pastoral structure and introducing a tool to identify and respond to any bullying or unkind behaviour.
- preparing students to be life-long learners by strengthening student and whānau understanding of their learning progress and next steps in their learning progression including literacy, numeracy, and study skills
- increasing opportunities for students and staff to grow their use and understanding of Te Reo Māori me ona tikanga

Where we are currently at *(See evaluation of 2023 Annual Goals for full detail)*

In 2023 we made progress with these annual goals

- *Grow contemplation, communion and mission and create authentic mission action.*
 - Many student opportunities for an Encounter with Christ, Growth in Religious Education knowledge and Christian Witness both at school and in the Parish. This remains a priority and is having life to the full.
 - Authentic mission action in the community and in support of the Mission Sisters at school as well as within the student community. We will continue to prioritise mission action as a Mission Sisters school.
- *Nurture Hauora by meeting the MOE’s attendance targets of 70% of students attending school regularly (90%)*
 - We worked hard on strategies to improve attendance and communication with whānau but did not meet the targets.
 - In 2024 we will strengthen Manaaki relationships and work on removing barriers to engagement and attendance (bullying)
- *We will provide student centred, innovative learning experiences that embrace local curriculum and encourage critical thinking.*
 - New NCEA Level 1 courses were developed ready for implementing in 2024.
 - Learning progressions within each subject area have been developed in 2023 to be shared with learners and whānau in 2024.
- *Grow genuine, deeper relationship with iwi to strengthen authentic connection and live out Te Tiriti o Waitangi.*
 - Increased opportunity for learning Te Reo Māori for students and uptake of Te Ahu o Te Reo by Staff
 - Connections strengthened through events such as Puanga, hosting Te Kāhui Whetū, Parihaka visits etc

How will our targets and actions give effect to Te Tiriti o Waitangi:

- Exploring Te Kahu o Te Ora - a Consistent Ethic of Life is exploring a holistic Katorika Māori world view.
- By strengthening our Manaaki pastoral relationships, we will be guided by Te Whare Tapa Whā in nurturing the hauora of all students
- Focusing on life-long learning for students in Aotearoa includes deliberate and explicit emphasis on teaching and learning Te Reo Māori me ōna tikanga.



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Strategic Goal 1: In a culturally responsive way, we Nourish Catholic Character

Annual Goal: Embed and weave a Catholic lens

What do we expect to see by the end of the year

- Collective understanding of the concept of Te Kahu o te Ora, A Consistent Ethic of life
- Relationships and sexuality education has been reviewed
- A strategy for providing for our priority learners is developed

Actions	Who is responsible	Resources required	Timeframe	How will success be measured
<p>Educate around and begin implementation of the concept of Te Kahu o te Ora, A consistent Ethic of Life.</p> <ul style="list-style-type: none"> • Staff professional development • Theme and concepts from Bishops' document shared with students and community through assemblies, newsletters and other communication. 	Principal, DRS, LoL RST	<ul style="list-style-type: none"> • Copies of "Te Kahu o Te Ora" • Resources from "Aroha and Diversity" and "Having Life to the Full" course • Support from Diocese 	1 staff hui per term	Student and staff voice on their understanding of what this concept is, whether they know the value and responsibility of it, and their level of implementation. (Approx. October)
Consult with community on our provision of relationships and sexuality education.	Board	Survey with opportunities to respond electronically, in writing or in person.	By end of 2024	Community consultation is completed, shared and included in relationships and sexuality education planning.
Review Learning Support provision for priority students and explore barriers to learning. Develop a strategy to cater for the learning and social needs of our vulnerable and neuro-diverse students.	Principal, DP Ako&Poutama, DP Hauora, DRS, SENCO, Business Manager	Funding for additional staffing if possible, equipment, re-purposed spaces, learning resources	Term 1 – Term 2 2024	Structures, roles and responsibilities are confirmed including staffing.



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Strategic Goal 2: In a culturally responsive way, we Nurture Hauora

Annual Goal: Improve our ability to identify and respond to bullying/unkind behaviour and in doing so reduce the incidence of the behaviour and the harm it causes our students.

What do we expect to see by the end of the year

- Students feel safe and happy at school
- Students are confident to use reporting tools to share how they feel
- Engagement and attendance at school is improved

Actions	Who is responsible	Resources required	Timeframe	How will success be measured
Continue to strengthen the tier 1/2 pastoral system with a focus on student-student and teacher-student relationships. <ul style="list-style-type: none"> • Big Sister/Little Sister peer support • Student led activities/games • Learning circles • Shared prayer time • Thursday's one-on-one check in time • GEMS education workshops 	DP Hauora & Pastoral team, all teachers	Equipment and resources for games and activities Time for Manaaki teachers (Thursday hui slot) PLD for teachers re GEMS education	2024 ongoing (Term 1 set up structures)	Students report feeling safer and happier at school and engaged with learning in the Student Wellbeing Survey (approx. Term 2/Term 3)
Introduce student reporting tools: <ul style="list-style-type: none"> • Purchase and roll out the Stymie reporting tool. • Use Teams tool "reflect" weekly in Manaaki 	DP Hauora, Pastoral team, Manaaki teachers	Subscribe to Stymie programme Teams tool available PLD for staff re reporting tools	Launch Term 1 then ongoing	Students use reporting tools resulting in pastoral interventions. Attendance rates improve.
Use the findings of the ERO directed internal evaluation of our pastoral system and investigate structures in other schools to determine the most effective Tier 2 structure - to be implemented in 2025	DP Hauora & Pastoral team, Principal	Completed internal evaluation, connecting with other schools	Term 1 and Term 2	Students, staff and whānau are well supported by our pastoral structure.



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Strategic Goal 3: In a culturally responsive way, we Strengthen Ako & Poutama

Annual Goal: We will empower ākonga as lifelong learners, enabling and supporting authentic transitions through and beyond school.

What do we expect to see by the end of the year

- A reporting structure or system that keeps students and whānau better informed about the student’s learning progress
 - Students and teachers can clearly identify where each young person needs support or extension in specific areas of their learning
- Courses and units of work that are planned with students at the centre and that prepare our learners for life within and beyond school
 - With a specific focus on literacy and numeracy needs through the Universal Design for Learning and Local Curriculum frameworks.
 - Universal Design for Learning (UDL):
 - Implementing instructional methods that cater to diverse learning styles and abilities, ensuring equitable access to education for all students.
 - Utilizing UDL principles to scaffold learning experiences, providing multiple means of representation, expression, and engagement.
 - Incorporating assistive technologies and flexible assessment methods to accommodate individual student needs.
 - Local Curriculum Frameworks:
 - Aligning our teaching practices with the local curriculum guidelines to ensure relevance and contextualization of learning experiences.
 - Embedding opportunities for students to explore real-world applications of study skills, intrinsic motivation, and resilience within their local communities.
 - Collaborating with local stakeholders to enrich the curriculum with culturally responsive content and perspectives.

Actions	Who is responsible	Resources required	Timeframe	How will success be measured
We will review the current reporting structures (learning progress reports, behavioural reports) and update our Reporting and Communication system based on the outcomes <ul style="list-style-type: none"> • Review our current structure. (Term 1) • Research other reporting structures and systems (Term 2) • Consult with other schools and our own staff about new structures and systems. (Term 2/Term 3) • Consult with our community regarding their understanding of our current and potential reporting structures and systems. (Term 2/Term 3) 	DP Ako & Poutama, Leaders of Learning	Visits, contact with other schools Community consultation set up Kamar report development	<i>Included with Actions</i> Ongoing 2024	Success of new reporting structure to be measured in 2025 through surveys, GEMS Conference discussions, and Subject Teacher Conference discussions



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<ul style="list-style-type: none"> Finalise a reporting structure and system fit to roll out in 2025 (Term 3 / Term 4) 				
<p>To further enhance our annual goal of preparing students to become life-long learners, we will integrate teaching and learning strategies and programs that prioritize the development of study skills, intrinsic motivation, and resilience. Specifically, we will leverage the principles of Universal Design for Learning (UDL) and local curriculum frameworks to design inclusive and comprehensive approaches. In addition, our teaching and learning strategies will be tailored to specifically support the literacy and numeracy capabilities of lower ability students by:</p> <ul style="list-style-type: none"> Implementing differentiated instruction techniques to address individual learning needs and pace. Providing targeted interventions and additional support resources for students struggling with literacy and numeracy. Offering small group instruction, peer tutoring, and personalized learning plans to enhance student progress and achievement. Engaging families and caregivers in collaborative partnerships to reinforce learning at home and in the community. 	<p>DP Ako & Poutama, Leaders of Learning</p>	<p>Professional development as appropriate and available.</p>	<p>Review at the end of each unit</p>	<p>Study skills, intrinsic motivation, resilience to be measured through student survey, teacher discussions with students in learning conferences, teacher observations</p> <p>Literacy and numeracy progress to be measured through:</p> <ul style="list-style-type: none"> Higher achievement of literacy and numeracy exams compared to baseline data Monitoring of regular individual student progress through formative assessments, checkpoints, and benchmarks aligned with learning objectives and personalised learning programs.



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Strategic Goal 4: In a culturally responsive way, we openly engage with community

Annual Goal: Grow genuine, deeper relationships with iwi to strengthen authentic connection and live out Te Tiriti o Waitangi

What do we expect to see by the end of the year:

- There are more opportunities for students (particularly ākonga Māori) to connect with their own whakapapa and the whakapapa of our kura.
- Staff and students have continued to develop their use of Te Reo Māori and more Te Reo is integrated into the classroom.

Actions	Who is responsible	Resources required	Timeframe	How will success be measured
Further explore our school pepeha to grow understanding of our place. <ul style="list-style-type: none"> • Staff professional development • Opportunities for ākonga Māori and the Kapa Haka rōpu 	Principal and Komiti Māori	Support from Māori Achievement Collaborative provider.	Term 1 & 2	Staff and students have a greater understanding of our whenua and the tribal affiliations of our kura.
Opportunities to kōrero Māori are expanded: <ul style="list-style-type: none"> • Staff PLG • Noho marae for ākonga Māori 	Komiti Māori, Kaiārahi Māori, all Staff	Professional learning for staff through Te Ahu o te Reo and in school	All year	Student, whānau and staff report greater confidence to kōrero Māori and more opportunities to use Te Reo Māori (survey Term 4)
Grow understanding of Katorika Māori	Principal, DRS, all Staff	Support from the Diocese Working with other Catholic schools through Māori Achievement Collaborative.	All year	Karakia and waiata used in school have a Catholic lens