

Goal 1	Detailed Goals	What will we do	Who and by When	How will it be measured	What will success look like	√ Evaluation
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>In a culturally responsive way, Nourish Catholic Character</b></p>	<p><b>Grow Contemplation / Communion / Mission and create authentic mission action</b></p>	<p>Provide opportunities for authentic Catholic witness and mission through</p> <ul style="list-style-type: none"> <li>• Classroom experience</li> <li>• Sacramental programmes</li> <li>• Ascend youth group</li> <li>• Service work</li> <li>• Fundraising</li> <li>• School Masses</li> <li>• Class Masses</li> <li>• Mission Market Day</li> <li>• Caritas support</li> <li>• House Feast Days with service projects</li> <li>• Religious Studies teaching</li> <li>• Sexuality Education programme</li> </ul>	<p>DRS, RST Teachers, Special Character Council, House Leaders, Liturgy Leader, Staff and Students</p>	<p>Gather voice from students, staff and whānau, parish and Sisters about opportunities for spiritual growth:</p> <p>Engagement survey online and at hui to ask about student engagement with sacramental programmes, youth groups.</p> <p>Monitoring of engagement rates with both in school initiatives and parish opportunities</p>	<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>	<p>Enormous growth and sustaining of good practice this year indicated below.</p> <p><b>Growth:</b></p> <ul style="list-style-type: none"> <li>• Encounter with Christ – Spirituality <ul style="list-style-type: none"> <li>○ Seed Journalling</li> </ul> </li> <li>• Growth in Knowledge – Religious Education <ul style="list-style-type: none"> <li>○ Engagement with Staff: Tagged Teacher reflections and opportunities to contribute to Special Character Events</li> </ul> </li> <li>• Christian Witness – Partnerships, Service, Outreach, Pastoral Care <ul style="list-style-type: none"> <li>○ Community Meals in conjunction with St Vincent de Paul Society</li> <li>○ Sr Colleen as a weekly teacher aide within Pathways; RST classes and small groups; O’Shea Shield preparation and mentor; Wednesday Liturgy BCO and Sisters at Adele Senior Living.</li> <li>○ Mission Market Day: Fundraising student lead</li> <li>○ Ascend: Get Nos attending and meeting frequency with activities</li> <li>○ Community Meals 12 regular volunteers; Youth Musicians (Mustard Seeds and Seedlings) regular rostered involvement at St Joseph’s Parish</li> </ul> </li> </ul> <p><b>Sustaining:</b></p> <ul style="list-style-type: none"> <li>• Encounter with Christ – Spirituality <ul style="list-style-type: none"> <li>○ Sacramental Programmes</li> </ul> </li> </ul>

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Goal 3	Specific goal	What we will do	Who and by when	How	What success will look like	√ Evaluation																												
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">In a culturally sustaining way, Nurture Hauora</p>	<p>Prioritise hauora with a wellbeing first approach based on the principles of Te Whare Tapa Whā and reconciliation.</p>	<p>Meet the MOE's attendance targets of 70% of students attending school regularly (90%)</p>	<p>by the end of Term 4.</p>	<ul style="list-style-type: none"> <li>Analyse and communicate attendance data to staff monthly (JTA)</li> <li>Ensure accurate coding of absences by monitoring coding and providing PD and support to the admin staff (JTA, BHO, LSI)</li> <li>Provide wrap around support for students with chronic absence of 70% or less and include these students on the Tier 2 register (Manaaki, Deans, Counsellors, outside agencies)</li> <li>Send Termly attendance</li> </ul>	<p>Student attendance improving</p>	<p>We have not met the MOE's attendance target of 70% of students attending school regularly.</p> <p><b>Attendance data</b></p> <table border="1" data-bbox="1574 296 2166 991"> <thead> <tr> <th>Term</th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>Regular attendance (x &gt;90%)</td> <td>55</td> <td>47</td> <td>30</td> </tr> <tr> <td>Irregular absence (80% &lt; x &lt; 90%)</td> <td>27</td> <td>32</td> <td>42</td> </tr> <tr> <td>Moderately absent (80% &lt; x &lt; 70%)</td> <td>12</td> <td>14</td> <td>18</td> </tr> <tr> <td>Chronically absent (x &lt; 70%)</td> <td>6</td> <td>6</td> <td>10</td> </tr> <tr> <td>Justified attendance (%) (M, J)</td> <td>5.9</td> <td>8.4</td> <td>12.4</td> </tr> <tr> <td>Unjustified attendance (%) (T, E, G)</td> <td>9.6</td> <td>5</td> <td>5.5</td> </tr> </tbody> </table> <p>Regular attendance has fallen each Term, while moderate and chronic absence has increased slightly. The combined total of Regular attendance and Irregular absence is relatively steady at approximately 80%. The percentage of justified absences has increased each Term. A large proportion of these are medical absences.</p> <p><b>Actions in 2023</b></p> <ul style="list-style-type: none"> <li>Analyse and communicate attendance data to staff every Term</li> </ul>	Term	1	2	3	Regular attendance (x >90%)	55	47	30	Irregular absence (80% < x < 90%)	27	32	42	Moderately absent (80% < x < 70%)	12	14	18	Chronically absent (x < 70%)	6	6	10	Justified attendance (%) (M, J)	5.9	8.4	12.4	Unjustified attendance (%) (T, E, G)	9.6	5	5.5
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				updates to whanau of students who are not meeting the attendance target.		<ul style="list-style-type: none"><li>- Manaaki teachers contact caregivers of students who have an attendance below 80%</li><li>- Ensure accurate coding of absences by monitoring coding and providing PD and support to the admin staff.</li><li>- Provide wrap around support for students with chronic absence of 70% or less and include these students on the Tier 2 register (Manaaki, Deans, Counsellors, outside agencies)</li><li>- Communicate the importance of regular attendance to whanau</li></ul> <p><b>Actions in 2024</b></p> <ul style="list-style-type: none"><li>- Make attendance school wide focus</li><li>- Access PLD in Kamar reporting and attendance functions</li><li>- Update and communicate SHGC attendance policy to community – include the requirement of evidence after 3 days of medical absence.</li><li>- Utilise the attendance service and the attendance referral system more effectively</li><li>- Designate a regular time in the timetable for Manaaki teachers to administer attendance</li><li>- Celebrate excellence in attendance</li></ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">In a Culturally Sustaining Way, We Strengthen Ako (Learning) and Poutama (Pathways)</p>	<p>We will provide student centered, innovative learning experiences that embrace local curriculum and encourage critical thinking.</p>	<p>Create courses in each curriculum area that focus on the big ideas and significant learning of that subject area</p>	<p>LOLs, TICs, all subject teachers of Year 9, 10, and 11 by the end of Term 4.</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Staff PLD of the big ideas and significant learning of their relevant areas</li> <li>• LOLs growing in knowledge of each key initiative so there is confidence to lead and support in that space</li> </ul>	<p><b>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.</b></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</p>	<p>There has been a great amount of progress made in this area and Leaders of Learning and staff are continuing to work on these courses in preparation to be ready for the beginning of the new year. They are on track with this and are in the stages of completing the overarching units, and teachers moving into their personal specific lesson planning.</p>

				<p>(internal and external PLD)</p> <ul style="list-style-type: none"> <li>Teachers growing in knowledge of each key initiative so there is confidence to create lessons/activities in that space</li> </ul>	<p>accommodate the new NCEA</p>	
		<p>Update our Learning Progressions to ensure they reflect the focus in each year level and subject area.</p>	<p>LOLs, HMI by the end of Term 3.</p>	<ul style="list-style-type: none"> <li>LOLs 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)</li> </ul>	<p><b>Ultimately, students will be able to identify their next learning steps and where their learning will lead them in future.</b></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>	<p>Learning Progressions have been completed. These now get reviewed at the end of each year as a reflective tool in preparation for the following year.</p> <p>Reporting against progressions resulted in being a bigger task than expected, so next steps here are:</p> <ul style="list-style-type: none"> <li>I have applied for 'contestable MMA's' to encourage a sub-committee to work with members of the LOL team to work together on this</li> <li>This group will work together to research into various reporting structures (PLD, Readings, other school's structures etc.) to either use or create a reporting structure that works effectively against the progressions and is consistent across all junior subjects (Y7-10)</li> </ul>

Goal 4	Detailed Goals	What will we do	Who and by When	How will it be measured	What will success look like	√ Evaluation
<b>In a culturally sustaining way, Openly Engage with Community</b>	<b>Grow genuine, deeper relationship with iwi to strengthen authentic connection and live out Te Tiriti o Waitangi</b>	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.	SLT led by BCO Initial hui by Week 4 term 2  Follow up events at other venues in response to suggestions from whānau	Caregivers and whānau participation in a hui or a survey  Student participation in a focus group	Caregivers and whānau of Maori and Pasifika students engage with either an online survey or an in person hui at school, at a marae or the parish.	<p>Whānau hui in Week 4 of Term 2 – small numbers at hui, but feedback on pastoral system given by phone and email too.</p> <p>Student focus group: Komiti Māori met on 4 different occasions with Tumuaki, Kaumatua and Kaiako Māori to explore ideas for wanaga. This was planned for August but unfortunately did not proceed.</p> <p>Connections strengthened through:</p> <ul style="list-style-type: none"> <li>• Hosting Te Kāhui Whetu</li> <li>• Significant uptake of Te Ahu o Te Reo by our staff (19 staff in 2023)</li> <li>• Māori and Pasifika graduation celebration</li> <li>• Kapa haka strengthened – back at Puanga festival</li> <li>• Parihaka visits</li> <li>• Māori representation on Board</li> </ul>