Sacred Heart Girls' College Annual Implementation Plan 2025

Summary of the Plan

2025 has been declared a Jubilee Year by the Pope and the theme is "Pilgrims of Hope". This is also our school theme for 2025: " Te Hunga Hīkoi i roto i te Tūmanako" This theme of hope has been chosen by the Pope with young people in mind. Hope is future focused and "Hope does not disappoint." (Romans 5:5). The Jubilee Year is a time of prayer, renewal of faith and a recommitment to a just world. In keeping with our charism and the Jubilee theme, we renew hope through **contemplation**, practice kindness (manaakitanga) through **communion** and serve others through **mission.** Our Manawa Mission of Ako, Manaakitanga and Wāhine Toa set our expectations and hopes for our students. **Ako** – our students take every opportunity to learn, **Manaakitanga** – we love and respect those around us and **Wāhine Toa** – our students learn to make good choices to develop inner strength and character.

In 2025 our annual implementation plan focuses on:
- Providing a consistent and responsive approach to the delivery of the health curriculum including relationships and sexuality education.
- The refinement of pastoral care systems and the introduction of new pastoral structure and programmes to meet students' needs more effectively.
- Enhancing student outcomes by implementing consistent, evidence-based teaching practices, using data to inform instruction, and improving literacy and numeracy across all year groups.
- Consulting with the school's Māori community to develop and report against plans and targets for improving the progress and achievement of Māori students.

Where we are currently at *(See evaluation of 2024 Annual Goals for full detail)*

In 2024 we made progress with these annual goals
- *Embed and weave a Catholic lens*
    - Draft Statement on the Delivery of the Health Curriculum (including Relationships and Sexuality Education) was shared with community with an opportunity for feedback through a survey.
    - Review of Learning Support provision completed with new SENCO position and Learning Centre established for 2025.
- *Improve our ability to identify and respond to bullying / unkind behaviour*
    - Regular attendance improved in 2024 but is still below government targets.
    - Student reporting tools (eg Stymie) were well utilised by students and resulted in successful pastoral interventions.
    - Changes to our pastoral (deaning) system have been made for 2025 with an increased number of house deans.
- *We will empower ākonga as lifelong learners, enabling and supporting authentic transitions through and beyond school.*
    - Reporting structure and learning progression documents have been finalised for use in 2025.
    - Life-long learning skills progressively woven into courses.
- *Grow genuine, deeper relationship with iwi to strengthen authentic connection and live out Te Tiriti o Waitangi*
    - With tautoko from the Māori Achievement Collaborative Te Tiriti policy revised, staff and Tumuaki PLD opportunities increased
    - Continued uptake of staff PLD in Te Reo me ōna tikanga through Te Ahu o te Reo.

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

In 2025, we will build on our whānau hui and seek opportunities to work with iwi and whānau Māori to set plans and targets to improve the progress and achievement of Māori students. We will also continue to utilise every opportunity to grow the use of Te Reo me ōna tikanga in our kura.

Strategic Goal 1: In a culturally responsive way, we Nourish Catholic Character
Annual Goal: To provide a consistent and responsive approach to the delivery of the Health curriculum including Relationships and Sexuality education.
What do we expect to see by the end of the year • Consistent communication with whānau and caregivers regarding delivery of the Health curriculum (Relationships and Sexuality education). • A consistent understanding of high-quality teaching and learning in relationships and sexuality education in line with the key teachings of the Catholic Church.

Actions	Who is responsible	Resources required	Timeframe	How will success be measured
Complete consultation with community on our provision of Relationships and Sexuality education.	Board	Time at Meet the Teacher evening for parent information. Student survey Further opportunity for whānau / caregivers to give feedback.	By March 2025	Statement on the Delivery of the Health Curriculum is adopted by the Board and shared on our website.
Consistent communication with whānau / caregivers regarding the delivery of the Health Curriculum (Relationships & Sexuality education)	DRS RST & PE/Health Leaders of Learning and Teachers	Information letter to whānau / caregivers regarding dates and content to be covered for the delivery of the curriculum. Process for students to be withdrawn from any lesson at parent request.	By end of 2025	Letter sent to whānau / caregivers in advance of the delivery of lessons. Positive feedback from whānau / caregivers regarding delivery of the curriculum including process for withdrawal if required.
All teachers consistently teach from an agreed curriculum overview and plan in line with the key teachings of the Catholic Church.	DRS LoL RST and LoL PE/Health	Staff professional development and planning time. Regular review and reflection.	By end of 2025	Positive feedback from students regarding delivery of the curriculum. Special Character Evaluation findings report consistent high quality teaching and learning of the curriculum.

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

Annual Goal: To refine current pastoral systems while embedding and evaluating the new pastoral structure and wellbeing/hauora programme

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

- Programmes designed and implemented at all year levels that proactively teach students tools/strategies to reduce bullying, improve Hauora/wellbeing and equip them with life skills.
- An evaluation process developed and implemented, with regular milestones, that gathers evidence and measures the impact of the new pastoral structure and programmes on improved outcomes.
- Consistency in the use of Tier 1 and Tier 2 pastoral processes when managing behavioural and attendance issues.

Actions	Who is responsible	Resources required	Timeframe	How will success be measured
Design and deliver new pastoral programme - Launch and imbed Kiva programme and systems - Collaboratively set the objectives and plan the programme content - Source and engage third party providers and guest speakers to add expertise to programme	DP Hauora Deans Year 7 and 8 RST teachers, PE and Health teachers	Kiva programme Time to collaboratively plan and evaluate programme Budget for third party providers and new resources	By the end of the year	Student, teacher and community feedback to measure the impact of the programme Improved student engagement in pastoral programme Consistency of curriculum delivery across House groups A reduction in the proportion of students experiencing bullying
Evaluate the effectiveness of the pastoral structure and new programme - Communicate new structure and programmes to students, staff and community - Create an evaluation timeline outlining actions to regularly gather stakeholder feedback	DP Hauora Deans Teachers	Data tracking and survey tools (e.g., spreadsheets, digital platforms). Professional development sessions focused on data interpretation.	By the end of Term 2 and Term 4	Feedback and voice received from all stakeholders and structure and programmes evaluated Restructured pastoral system understood by all

- Review and refine targeted professional learning to strengthen data literacy - Establish data collection milestones to track student progress. - Use Kiva survey, NZCER wellbeing survey, community survey and attendance data to identify trends and adjust processes to meet student needs				
Improve consistency of Tier 1 and Tier 2 pastoral practices - Regular and consistent monitoring of attendance and pastoral data by attendance officer, Manaaki teacher, Dean and DP Hauora - Reduce the percentage of incorrect or missing attendance codes - Use data to identify students whose attendance/engagement is falling or who are forming poor attendance habits and implement appropriate targeted interventions - Clear and regular communication to staff and community regarding attendance and pastoral procedures and follow up - Time allocation and support for attendance and pastoral monitoring and follow up at Tier 1	Attendance Officer, DP Hauora, Manaaki teachers, Deans	Kamar data for measuring student progress Kamar PLD on reporting functions Professional development time for teachers in House Hubs External agencies – attendance service, NHS, Te Kura	By the end of the year	Improved overall attendance statistics – 70% regular attendance Reduced frequency of incorrect attendance coding Feedback from teachers about how supported and confident they feel Increased frequency of communication to caregivers and pastoral entries on Kamar

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

Annual Goal: To enhance student outcomes by implementing consistent, evidence-based teaching practices, using data to inform instruction, and improving literacy and numeracy across all year groups.

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

- Improved student performance in literacy and numeracy.
- Professional learning available to access, interpret, and use data to build a more responsive and consistent approach to student learning
- A consistent understanding of high-quality teaching and learning
- Effective use of formative assessments to track student progress and identify areas needing targeted interventions.
- Clear alignment between curriculum, assessment, and teaching practices, ensuring that learning objectives and student progress are consistently monitored.
- Visible improvements in student outcomes, particularly in areas where data-driven interventions have been implemented.

Actions	Who is responsible	Resources required	Timeframe	How will success be measured
Improve Literacy and Numeracy Outcomes Across All Year Groups • Incorporate literacy and numeracy across subjects, ensuring every teacher integrates key skills into their lessons • Use common assessment tools to measure student progress in literacy and numeracy. • Use data to identify students who are struggling and provide appropriate targeted literacy and numeracy interventions	DP Ako & Poutama Leaders of Learning Teachers	Evidence-based resources for literacy and numeracy. Assessment tools for measuring student progress. Professional development time for teachers.	By the end of the year	Improved results in student performance in literacy and numeracy assessments Improved results from diagnostic assessments (e.g., pre- and post-assessments to track growth). On par, or above, National Standards in Literacy and Numeracy Feedback from teachers about how well the strategies are working. Evidence of increased literacy and numeracy in non-math/English subjects planning and teaching.
Enhance Use of Data to Inform Teaching Practices • Establish consistent formative assessment methods to track student progress. • Upskill teachers on how to interpret data and adjust instruction accordingly. Review student data regularly to identify trends and adjust teaching approaches.	DP Ako & Poutama Leaders of Learning Teachers	Data tracking tools (e.g., spreadsheets, digital platforms). Professional development sessions focused on data interpretation.	By the beginning of Term 2	Teachers consistently using data to inform lessons. Increased student performance where targeted interventions were applied based on data.

				Feedback from teachers and leaders on the effectiveness of data use.
Develop Teacher Consistency in Classroom Practices • Establish clear, evidence-based teaching practices that are grounded from the science of learning • Provide coaching and feedback to ensure teachers are consistently applying best practices in the classroom. Create collaborative opportunities for teachers to share ideas and refine practices.	DP Ako & Poutama Leaders of Learning Teachers	Professional development materials focused on evidence-based teaching practices. Time for coaching and collaboration sessions	By Term 2	Evidence of teaching practices being consistently applied across classrooms - Classroom observation data documenting the use of agreed-upon teaching practices - Peer observation reports indicating consistency in practices. - Student feedback on classroom environments Teacher self-reports and feedback on coaching and collaboration experiences. Improved student engagement and performance linked to consistent practices - Student engagement metrics (e.g., classroom participation, completion of assignments, attention during lessons). - Student achievement data showing improvement in areas where consistent practices were applied. - Classroom observation data documenting active student participation and motivation. Survey data from students about their experiences with classroom practices and engagement.

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:

- Consultation with the school's Māori community to develop and share plans and targets for improving the progress and achievement of Māori students.
- Reporting to the school community the progress and achievement of Māori students against agreed plans and targets.

Actions	Who is responsible	Resources required	Timeframe	How will success be measured
Engage with whānau Māori and local iwi to develop plans and targets for improving progress and achievement of Māori students	Principal	Support from Māori Achievement Collaborative provider.	Term 1	Plans and targets are developed
Plans and targets for improving progress and achievement of Māori students are shared with the school community. Progress against the plans and targets are reported regularly to the school community.	Principal	Letter from principal to community or information in school newsletters	Mid year and end of year reporting	Plans and targets are shared with community once developed. Progress against plans and targets is reported to community.