

Annual Implementation Plan 2026

<p>Summary of the plan:</p> <p>The Annual Implementation Plan 2026 for St Ignatius of Loyola Catholic College sets out to work towards our purpose, which is to provide quality Catholic education, in a safe and caring community that embodies the Jesuit charism, where God is at the heart of learning, loving and serving. The key strategies, goals and actions for operational implementation stem from the strategic foci outlined in our ‘Strategic Plan 2024-27’. In the second year of operation for the college, the focus is very much on the development of systems and initiatives following the evaluation of plans, systems, processes and resources, which have been developed and created in preparation for establishment.</p>
<p>How will our targets and actions give effect to Te Tiriti o Waitangi:</p> <p>The first annual goal of ‘Upholding our Catholic character goal’ clearly states that a liturgical calendar will be developed in line with the bicultural tradition of the Catholic church in New Zealand. The second of the four strategic goals is ‘mana mātauranga’, showing the emphasis on the importance of developing partnerships with our local iwi and whānau, developing te ao Māori within the curriculum and pedagogies and the teaching of te reo Māori as a core subject. Furthermore, the Māori Magis plan will be developed to ensure teachers are equipped with the right pedagogies and strategies to ensure ākonga Māori achieve their own personal excellence.</p>
<p>Strategic Goals</p> <p>There are four strategic goals in the plan, reflecting the priorities outlined in our ‘Strategic Plan 2024-27’. The goals are:</p> <ol style="list-style-type: none">1. Upholding our Catholic Special Character2. Promoting Mana Mātaurnaga3. Providing a holistic education across a range of learning pathways4. Developing Community

Note: - Staff codes
MSH - Michael Smith, SJ
MGT – Assistant Principal Catholic Character
Principal - Principal
KRA – Deputy Principal Curriculum
CBY – Deputy Principal Pastoral
LWS - Attendance Lead
BHD - International Lead

Sources Key

- AOV: Analysis of Variance:** Review of 2025 Annual Implementation Plan during Term 4 2025
- ECCR: External Catholic Character Review:** Review carried out in March 2025 by the Diocese of Auckland
- SG: School growth:** Needs arising as a result of growth in numbers and year levels
- SIF:** ERO School Improvement Framework evaluation carried out by senior leaders in September 2025
- CSF: Current Strategic focus:** A strategic focus already identified for 2026 in the current plan
- CC: Community Consultation:** Consultation carried out by the board for families, students and staff in August 2025
- NP: National Priority:** priorities identified and set on a national level by the Ministry of Education
- SD: School data:** school data and information for achievement and attendance

Strategic Goal 1 Upholding our Catholic Special Character				
Annual Target/Goal: 1.1 The whole school community will experience an ongoing genuine encounter with Christ through the daily life of the college 1.2 The whole school community will grow in knowledge of the Catholic faith and Ignatian tradition 1.3 The whole school community will intentionally grow as contemplatives in action 1.4 The school will maintain an Ignatian charism and meet the requirements of being a JACSA Companions school				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
The Catholic character in the Ignatian tradition will be grown and celebrated through all aspects of school life.				
Actions	Who is Responsible	Resources Required	Reporting Timeframe	How will you measure success?
1.1 The whole school community will experience an ongoing genuine encounter with Christ through the daily life of the college				
Embed annual calendar of liturgical events and Catholic character celebrations within the bicultural tradition of the Catholic Church in New Zealand, adjusted for senior year levels.	MGT	<ul style="list-style-type: none"> - Catholic Character budget - Allowances for cultural items for decorations 	Terms 1-4 Term 1 Term 3 Terms 1-4	<ul style="list-style-type: none"> - Positive feedback from community consultation on the inclusion of Waiata and Himene in liturgy (CC) - Develop lay-led celebrations to ensure that regular liturgical celebrations continue to take place. (AOV) - Embed annual liturgical celebrations, including bi-cultural traditions, Church year, Ignatian and New Zealand celebrations. (AOV)
1.2 The whole school community will grow in knowledge of the Catholic faith and Ignatian tradition				
Evaluate and strengthen To Tātou Whakapono Our Faith curriculum for Y10	MGT	<ul style="list-style-type: none"> - PD time for staff teaching RE - Curriculum time is timetabled on a par with other core subjects 	Terms 1 Terms 2 & 4 Terms 2-4 Term 3 Terms 1-4	<ul style="list-style-type: none"> - Level of ākonga engagement in the broader life of the school (CSF) - Academic achievement is on par with other core subjects (CSF) - Ākonga voice is positive in terms of spiritual development (CSF) - Staff are trained and prepared to teach To Tātou Whakapono (CSF) - Review of the reading and writing strategies in Religious Education to support the school-wide literacy programme (SD)
Implement Year 11 RE curriculum and design Year 12 RE curriculum	MGT	<ul style="list-style-type: none"> - PD time for staff teaching RE - NCEA Tasks, schemes and related resources 	Terms 1 & 2 Terms 1 - 4	<ul style="list-style-type: none"> - Quality schemes of learning in place (SG) - The implementation of the Year 11 course and the design of the NCEA Level 2 course that are consistent with To Tātou Whakapono Our Faith curriculum. (AOV)
1.3 The whole school community will intentionally grow as contemplatives in action				

Embed faith formation programmes	MGT MSH	<ul style="list-style-type: none"> - Catholic Character Budget - Time planned in for evening events - Time planned in staff & whanau PLD schedule - Funding for Local Youth Minister - Elective groups are timetabled into the regular lessons. 	Terms 1-4 Term 1 Terms 1 - 4 Terms 1 - 3 Terms 1 - 4	<ul style="list-style-type: none"> - Further engagement with local parishes (St Mary's Papakura, St Patrick's Pukekohe, St Anthony's Waiuku, and St Andrew's Tuakau), including school-led Masses and promotion of parish events (e.g. youth group) to students. (AOV) (CC) - Delivery of IPP induction for new staff and refresh for existing staff at the HoF level. (AOV) (SG) - Staff group and individual Ignatian formation to be developed and implemented. (AOV) - Implementation of parent formation: Years 7, 8, and 9 Spaghetti evening. (AOV) - Staff voice reflects a shared understanding of the living of the charism within the College and wider community (CSF) - Growing faith formation programmes for the wider community implemented with positive feedback (CSF)
Embed faith and service initiatives and student group programmes; and evaluate them.	MGT MSH	<ul style="list-style-type: none"> - Catholic Character budget - Time in RE for growth in knowledge of Gospel-centred service - Timetabled time for one-off and ongoing initiatives - Funding for Local Youth Minister 	Term 1 Terms 1–4 Terms 1-4 Terms 1-4 Terms 2-4 Term 1 Term 1 Term 1	<ul style="list-style-type: none"> - Catholic character student leadership development as part of leadership model (SG) - Active student participation in Voluntary Student Groups for Catholic Character (Ignite, Companions and Pilgrims) (CSF) - Ākonga voice is positive in terms of faith development (CSF) - Attendance at voluntary faith formation opportunities of ākonga and families (CSF) - Community feedback reflects a perception of the growing faith of the ākonga community (CSF) - Community feedback is positive around ākonga service (CSF) - Engagement with ad hoc service opportunities over the course of the school and church year, including international and visiting student peer support (CSF) - The school environment reflects the success of service education and initiatives (CSF) - Implementation of Year 11 Retreat and development of Year 12 retreat. (AOV) (SG) - Develop a sustainable model for student Catholic Character groups (Ignite, Companions, and Pilgrims). (AOV) - Develop next steps for Catholic character PLD, including the Virtues project. (AOV)
1.4 The school will maintain an Ignatian charism and meet the requirements of being a JACSA Companions school				
Embrace partnership with JEA and become an active part of the JACSA network.	Principal Board	<ul style="list-style-type: none"> - Time allowance for staff attendance of meetings and forums - Budget for staff participation and travel for events and forums - Budget for community Ignatian education events 	Terms 2 & 4 Terms 1 - 4 Terms 1 - 4	<ul style="list-style-type: none"> - Participation in different learning group communities within JACSA (CSF) - Active membership of JACSA network, including attendance at meetings, formation programmes and other forum attendance (CSF) - A number of educationally-focused relationships across different subjects / faculties with other JACSA schools (SIF) - Heads of Faculty connected with and attending subject area groups. (AOV) - Implementation of JEA course online for staff (CSF)

Undertake a successful JEA evaluation of companion school requirements	MSH MGT	- Time in the PLD programme for Ignatian staff development	Terms 1 - 4	<ul style="list-style-type: none">- Engage JEA around timing for evaluation (CSF)- Engage with learning group communities within JACSA. (AOV)- Regular attendance at forums, formation programmes and the Assistant Principal DRS to complete Seminars in Ignatian Leadership. (AOV)
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Strategic Goal 2 Promoting Mana Matauranga				
Annual Target/Goal: 2.1 All ākonga will experience te ao Maori, te reo Māori as a compulsory curriculum subject and learn kapa haka 2.2 The college will work in partnership with local iwi 2.3 The excellence of all Māori ākonga and whanau will be a focus				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
Partnerships will be grown with ākonga, whanau and iwi to develop provision within the school community for all ākonga Māori to thrive and succeed to their own personal excellence. This will be shown through achievement data and ākonga/whanau voice.				
Actions	Who is Responsible	Resources Required	Reporting Timeframe	How will you measure success?
2.1 All ākonga will experience te ao Maori, te reo Māori as a compulsory curriculum subject and learn kapa haka				
Implement Phase 2 of local iwi education plan	KRA	<ul style="list-style-type: none">- <u>Ngati Tamaoho Education Plan Document</u>- Access to iwi cultural resources and knowledge- Funding / Budget for cultural events and initiatives as required	Terms 3-4 Terms 3-4 Terms 2-4 Term 3 Terms 1-4	<ul style="list-style-type: none">- Participation of ākonga, parents, and community members engaged in iwi education initiatives as indicated in Phase 2 (CSF)- The development of iwi culture and Mana Matauranga into the senior academic program and extracurricular activities (CSF)- Positive involvement of teaching staff in Te Reo PD through Te Wanaga o Aotearoa (CSF)- Embed iwi and local narratives more deliberately across junior programmes by providing targeted PLD and collaborative planning time for Social Studies, Religious Education, and Science teachers. Strengthen partnerships with local iwi to co-design authentic contexts that reflect Te Ao Māori and our College's Catholic identity. (AOV)
Implement Te Ao Māori as compulsory part of the Y9-10 curriculum, including te reo and kapa haka	MKP	<ul style="list-style-type: none">- Curriculum development resources- Access to Te Reo Maori learning materials- Budget for professional development- Support of College Kapahaka through on-going investment and resources	Term 1 Term 1 Term 2-4 Term 1-4	<ul style="list-style-type: none">- Positive achievement data comparable to other individual, group and cohort (CSF)- Positive māori ākonga voice (CSF)- Prioritise the implementation of shared waiata and the College haka across classes and gatherings in 2026. Staff and ākonga confidently learn both waiata and haka, ensuring these become regular, visible expressions of our College's identity, unity, and respect for te ao Māori. (AOV) (CC)
Design Y9-10 curriculum Design NCEA level one course	MKP MKP / KRA	<ul style="list-style-type: none">- Curriculum development resources- Te Reo Māori learning materials- Cultural activity resources- Feedback mechanisms- Planning time allowance in conjunction with iwi	Terms 3-4 Terms 3-4 Term 3 Term 4 Terms 2 and 4	<ul style="list-style-type: none">- Evaluate ākonga ability to understand, speak, read, and write in Te Reo Māori (CSF)- Collect feedback from the Te Reo Māori teacher regarding the curriculum's ease of implementation and ākongas increased understanding of Māori culture (CSF)- Introducing in 2026 ākonga kaiako academic conservations and associated PD around the shared concept of ako (CC) (CSF)- Prepare for the implementation of NCEA Level 1 Te Reo Māori in 2027 by promoting early engagement and awareness among ākonga and whānau in 2026. Strengthen pathways

				from junior Te Reo, highlight cultural and academic benefits, and ensure staffing and resources are ready to support a strong programme launch. (AOV)
2.2 The college will work in partnership with local iwi				
Develop iwi relationships	All Staff	<ul style="list-style-type: none">- Personnel for building relationships- Cultural and educational resources- Budget for iwi involvement / koha as required- Time allowance for huihuinga	<div>Terms 1-4</div> <div>Terms 1-4</div> <div>Terms 3-4</div> <div>Terms 3-4</div>	<ul style="list-style-type: none">- Positive relationships evident with key iwi people within our local area (CSF)- Working with Iwi and whanau groups to provide an event around Te Tiriti education (CGC) (SIF) CSF- In 2026, re-establish and strengthen the College’s relationship with Ngāti Tamaoho by connecting with newly appointed iwi representatives and rebuilding regular communication channels. Prioritise partnership planning, including the proposed Term 4 staff noho marae, to deepen cultural understanding and reaffirm our shared commitment to authentic collaboration. AOV
2.3 The excellence of all Māori ākonga and whanau will be a focus				
Implement Māori Magis (excellence) plan	KRA	<ul style="list-style-type: none">- <u>Ngati Tamaoho Education Plan Document</u>- Budget as required for identified PD to assist in process- Time allowance for staff involved in development- Implementation of whānau hui twice per annum- MMA for Māori Magis	<div>Term 1</div> <div>Terms 1-4</div> <div>Term 3</div> <div>Terms 2-4</div> <div>Terms 1-4</div>	<ul style="list-style-type: none">- Prioritise gathering and sharing Māori ākonga success stories in 2026 to celebrate achievement, strengthen cultural pride, and inspire others across the College community. AOV- Māori ākonga success aligns with other cultural success- Māori ākonga attendance aligns with other cultural groups

Strategic Goal 3 Providing a holistic education across a range of learning pathway				
Annual Target/Goal: 3.1 Ākonga will experience a broad, rich, local and cohesive academic programme in the Ignatian tradition that accompanies all in the pursuit of personal excellence 3.2 Ākonga will access co-curricular opportunities for all to discover, nurture and develop gifts, talents and passions				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
All ākonga will be engaged, applying their God-given talents in the pursuit of their own personal excellence, in the classroom and wider co curricular life of the college. This will be seen through achievement data and the engagement of ākonga in class and wider school life through engagement statistics and feedback.				
Actions	Who is Responsible	Resources Required	Reporting Timeframe	How will you measure success?
3.1 Ākonga will experience a broad, rich, local and cohesive academic programme in the Ignatian tradition that accompanies all in the pursuit of personal excellence				
Implement Year 11 academic programme Design of Year 11 academic programme	KRA HoF's Teaching Staff	<ul style="list-style-type: none"> - IPP Professional Development provided as required and in new staff induction - Time allowance for staff PD - Time allowance for Y10 SoL design - Faculty Budgets reflect requirements of new Year 11 curriculum in 2026 - NCEA Level Two options investigated and best practice models adopted for 2027 implementation - Time allowance for Year 12 SoL - Funding for co-curricular activities, facilities, equipment - Staff for activities assigned and prepared - Ākonga electives selection method - Ākonga entered into identified choices - Adequate spaces identified - Year 11 Manutaki time allowance for academic tracking and monitoring 	Terms 1-4 Term 1 Terms 3-4 Term 1 Terms 2-4 Terms 1-4 Terms 2-4 Terms 1-4	<ul style="list-style-type: none"> - Ākonga achievement data above comparable external/national figures (CSF) - Positive ākonga voice across the curriculum (CSF) - Diverse range of co-curricular activities contribute to the holistic development of ākonga (CC) (CSF) - In 2026, continue strengthening internal moderation and reporting to ensure full alignment with the NCEA framework. Focus on consistency across faculties, clear evidence of achievement, and staff confidence in applying new assessment criteria. (AOV) - Maintain pass rates for Year 10 Co-requisite pass rates (Year 10 100% Reading and 98.5% Writing and 92.3% Numeracy) (SD) - Small group teaching of Māori and Pasifika students when identified to maintain achievement for these priority learners (SD) - Underachieving students identified and appropriate plans put in place for affected ākonga in relation to curriculum area required (CSF) (SD) - Implement and design academic Emmaus Pathways suitable for Year 11 ākonga 2027 and beyond (SG)
Implement new Y7-8 new Maths curriculum and prepare for Maths and English curriculum changes for 2026	KRA HOF's	<ul style="list-style-type: none"> - Revised Maths curriculum schemes using approved resources - Development time for schemes of learning for 2026 	Terms 1-4	<ul style="list-style-type: none"> - Revised Maths curriculum implemented for Year 7 & 8 using 'new release' curriculum documents October 20th 2025 (CSF) (NP) - Curriculum and assessment resources developed for Year 9 & 10 Maths for 2026 (CSF) (NP)

		<ul style="list-style-type: none"> - PLD as required for Maths and English faculty staff 		<ul style="list-style-type: none"> - Curriculum and assessment resources developed for Year 7 & 8 English for 2026 using 'new release' curriculum documents October 20th 2025 (CSF) (NP) - Staff confident to teach revised curriculum (CSF) (NP) - In 2026, strengthen cross-curricular collaboration by finalising and implementing mapped connections between English and other subject areas. Support teachers to design integrated learning opportunities that enhance literacy skills and deepen understanding across the curriculum. (AOV)
Design of NCEA assessment and reporting systems	KRA ADMIN HoF's Teaching Staff	<ul style="list-style-type: none"> - 2025 Assessment Strategy - 2025 Reporting Strategy - IT systems and SMS (KAMAR) prepped adequately for NCEA reporting - Reporting tools / templates as per SMS - Time allowance for PN PD in relation to Level One reporting and moderation - SMS Budget 	Terms 1-4 Terms 1-4 Terms 2 and 3 Terms 1-4 Terms 1-4 Terms 1-4 Terms 2 and 3	<ul style="list-style-type: none"> - Successful development of assessment and reporting systems for Level One (CSF) (SG) - Accurate and timely ākonga data collection and reporting (CSF) - All regulatory reporting requirements are fulfilled in regards to NZQA and PN (CSF) (SG)
Learners, parents, whānau and teachers know about the different pathways, programmes, options and support available; they increasingly participate in decision making at critical transition points within and beyond school settings.	KRA Careers Advisor	<ul style="list-style-type: none"> - Whānau Hui - Other community hui's - NCEA Education Evening - Parent Teacher Student Interviews Year 10 Option Selection Focus (late Term 3) - Emmaus support for ākonga guidance 	Term 1 Terms 2-4 Term 3	<ul style="list-style-type: none"> - Successful integration of career education into the curriculum (CSF) - Ākonga engagement in career exploration and appropriate selection of college option choices (CC) - Introducing in 2026 ākonga kaiako academic conversations and associated PD around the shared concept of ako (CC) - (SIF) (CSF) - Successfully guide Emmaus ākonga towards pathways suitable for Year 11 - 2027 and beyond. (SG)
Leaders and teachers increasingly build relationships with industry, employers, and vocational and training providers, to support learning opportunities and achievement.	KRA Careers Advisor	<ul style="list-style-type: none"> - Careers Guidance built into Pastoral Time - NCEA Option development aligned with career pathways - Careers evening / experience Earlier Term 3. 	Term 1 - 4 Term 3	<ul style="list-style-type: none"> - Ākonga decision making reflective and future focussed (CSF) - Ākonga NCEA subject choices appropriately driven by identified career pathways (CSF)
3.2 Ākonga will access co-curricular opportunities for all to discover, nurture and develop gifts, talents and passions				
Evaluate and further develop Co Curricular programme	KRA HoF's Teaching Staff	<ul style="list-style-type: none"> - Funding for activities, facilities, equipment as ākonga move into Year 10 - New staff options for activities and electives - Ākonga electives selection method moved to Schoolbridge - Ākonga entered into identified choices 	Terms 1-4 Terms 3-4 Terms 1-4 Terms 1-4 Terms 1-4 Term 4	<ul style="list-style-type: none"> - Diverse range of co-curricular activities contribute to the holistic development of all ākonga (CC) (CSF) (SG)

Strategic Goal 4 Developing Community				
Annual Target/Goal: 4.1 All newly enrolled ākonga will receive an appropriate induction to life at the school 4.2 Ākonga will feel safe in the school community, accompanied by others 4.3 Strong relationships will be established with whanau and the wider community 4.4 A global focus is grown through the development of international student programmes 4.5 Barriers to education are identified and addressed 4.6 Attendance rates are monitored and acted upon to increase regular attendance				
What do we expect to see by the end of the year? (What expectations do you have for this target for this year? What evidence will you see? This can flow on from the expectations listed in your strategic plan for the full 3-years.)				
Ākonga feel safe and have a sense of belonging in the school community shown through engagement statistics and ākonga voice. Barriers to education have been identified and the school supports ākonga and whanau. There is a focus on impact in the school community through implemented House and Pastoral systems. There is a local and global focus on care and our common home shown through local partnerships, ākonga voice, ākonga engagement with service and a developed international programme.				
	Who is Responsible	Resources Required	Reporting Timeframe	How will you measure success?
4.1 All newly enrolled ākonga will receive an appropriate induction to life at the school				
Evaluate and Strengthen Induction Programme	CBY	<ul style="list-style-type: none"> - Time allocation for development of Ākonga Diary to include Journalling - Budget for merchandise and hospitality - website and app capability for communications - Time and Space allocation for Transition Hui for supported Ākonga - Budget for design and purchase of ākonga diaries - Time resources to ensure transition and induction of ākonga who join the school community during the year 	Term 1 Term 1-4 Term 1 Term 1 Term 1	<ul style="list-style-type: none"> - Ākonga Diary and Journal produced and launched (AOV) - Successful use of ākonga diary for everyday use and weekly journaling (AOV) - Raised profile of ākonga diary and Journalling (AOV) - Successful Ākonga transition events (CSF) - Organised and efficient start to the new school year (SG) - Induction programmes for staff new to the school developed and implemented (SG) - Successful induction and transition processes in place for ākonga joining the school during the academic year (AOV) - Continued involvement of ākonga leaders in the transition and induction events (CSF) - Regular parent communication through Newsletters, KAMAR email (CSF) - Staff and Ākonga Induction Programme 2026 implemented effectively (CSF) - Positive feedback from ākonga, parents and caregivers (SD) - St Ignatius Brand Guidelines reviewed and shared with new staff Staff Corporate Identity Guidelines shared and implemented (CSF)
4.2 Ākonga will feel safe in the school community, accompanied by others				
Evaluate and Strengthen Pastoral Systems	CBY	<ul style="list-style-type: none"> - Time resource for further development of Pastoral handbook - Year 8 Manutaki appointment (1MU and 1MMA) 	Term 1-4 Term 1 Term 1	<ul style="list-style-type: none"> - Pastoral Handbook up to date to reflect 2026 school community (SG) - Successful induction of new school counsellor (SG) - Successful induction of Year 8 Manutaki 2026 (SG) - Consistent use of House Points across the school community (CSF)

		<ul style="list-style-type: none"> - Appointment of Permanent School Counsellor - Time resource to review House Point System in school - Time resources to implement schools attendance management plan and communicate this effectively to all stakeholders 	<p>Term 3-4</p> <p>Term 1-4</p>	<ul style="list-style-type: none"> - Positive feedback from ākonga, parents and caregivers (SD) - Successful implementation of Schools Attendance Management Plan (NP) - Target uplift in regular attendance to 80% students to be present for more than 90% of the school term. (NP) (SD)
Implement pastoral system improvements and senior systems	CBY	<ul style="list-style-type: none"> - Pastoral Time for follow up on any uniform issues - Time resources for development of leadership uniform - Time resource for the compilation of and review of Termly Pastoral Reports - 1MMA, 1CAA allocated for all 8 Heads of House - Time allocation for Leadership development and formation - Space considerations for House bases for each House - Budget for House Events and House Merchandise - Time resource for fortnightly House Hui - Pastoral Hub resourcing - Time resource during beginning of Year staff induction around implementation of Kaiārahi Model 2026 - Resources for development of Senior Prizegiving and Awards Criteria - Time resource for updating Website to reflect Pastoral Systems in place for senior students 	<p>Term 1</p> <p>Term 3-4</p> <p>Term 1-4</p> <p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2-4</p> <p>Term 1-4</p>	<ul style="list-style-type: none"> - Senior Uniform is worn to a high standard by Year 11 Students (SG) - Website and Ākonga Diary updated to reflect new uniform requirements (SG) - Ākonga leadership Uniform/identify developed (SG) - Termly Pastoral data is used proactively to identify trends and guide interventions. (AOV) (SD) - Successful induction of 4 new Heads of House (SG) - Growing distinct identity of all 8 House Communities (SG) - Successful Launch of Pastoral Hub as the central pastoral space in school (SG) - Ākonga Leadership Model implemented for 2026 (SG) - House Point System reviewed and developed by all staff (CSF) - Positive feedback from ākonga, parents and caregivers (SD) - Ākonga engagement in House Activities (CC) - Successful Launch and implementation of 2026 Kaiārahi Model (SG) - Development of Senior Prizegiving Awards and Criteria (SG) - Successful Senior Prizegiving held in Term 4 (SG) - Website reflects pastoral systems in place for senior students (SG) - Positive feedback from ākonga, parents and caregivers (SD)
Embed Emmaus Centre for students with learning needs and/disabilities	CBY	<ul style="list-style-type: none"> - Budget for Staffing - Teacher Aide - Time allowance for Staff PD - Time allowance for Emmaus team meetings and PD 	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1-4</p>	<ul style="list-style-type: none"> - Emmaus Centre Vision developed (AOV) - New TA appointment to reflect growing school community and needs of ākonga (SG) - Systems and processes in place to continue to communicate appropriately to staff regarding supported Ākonga (AOV) - Growing staff competence in accompanying supported ākonga - particularly in the development and differentiated and adapted learning materials (AOV) - Growing staff competence in the development of differentiated and adapted Assessment Materials (AOV) - Positive feedback from ākonga, parents and caregivers (SD) - Growing staff confidence in Trauma Informed Practices (SG)
4.3 Strong relationships will be established with whanau and the wider community				

Strengthen home communication and partnership systems and implement for senior students	CBY	<ul style="list-style-type: none"> - Bus Coordinator Role resourced and supported - Member of SLT to continue to attend FOSI Meetings 	Term 1-4 Term 1-4	<ul style="list-style-type: none"> - Weekly Excellence Review continue and used effectively to monitor senior student engagement (SG) - Magis Monitoring provides impactful intervention for NCEA (CSF) (SG) - Communications plans sustaining (CSF) - School Wide rewards developed across a new year level (SG) - School Bridge/School App (Parent Portal) continued - development (CSF) - Active and growing FOSI/PTA with a programme of events for 2026 (GSF) - Fundraising goals achieved for FOSI/PTA (CSF) - Launch of 2 x FOSI Grants for Faculties (CSF) - Clear communication and delivery of School Bus Services 2026 (SG)
Embed communication and engagement systems for Māori whānau and Pacific families to identify needs and barriers	CBY	<ul style="list-style-type: none"> - MU allocation for Cultural Magis Role - PLD time allocation for staff development - Budget for hui / consultation with groups 	Term 1-4 Term 1-4 Term 1-4	<ul style="list-style-type: none"> - Language Week Plan developed for 2026 (CSF) - Successful appointment of a staff member of the Cultural Magis Role (AOV) - Further engagement with whānau/families for each Language Week with a growing level of participation (CSF) - Further development of International Festival (Term 4 2026) to reflect a wider range of diversity in school (AOV) - `Whānau Hui at all parent consultation events (SG) (CC) - Positive feedback from the wider community, whānau / family and iwi (SD) -
4.4 A global focus is grown through the development of international student programmes				
Strengthen international student programmes	Principal BHD	<ul style="list-style-type: none"> - Time allocated for staff PLD - Budget for staffing and leadership of programmes - Budget for web pages design - Time allocation for programme development for short stay visiting students - Participate in funded partnership development visits 	Terms 1-4 Terms 1-4 Term 1 Term 1	<ul style="list-style-type: none"> - Maintenance of provision for international students as a school signatory of the 2026 international code (NP) - Enrolled FTE International students maintained (CSF) - Group visit programme strengthened developed and implemented (CSF) - Clear expectations around school engagement and commitment to international short stay students (SD)
4.5 Barriers to education are identified and addressed				
Maintain connections and grow support for families in financial need	Principal	<ul style="list-style-type: none"> - Executive officer (part of role) - Time allocated for school to seek support for financial assistance to families in needs - SAS Uniform rebate 	Terms 1-4 Terms 1-4 Terms 1-4	<ul style="list-style-type: none"> - FOSI/PTA Second hand Uniform Resource Launched (AOV) - Maintain levels of financial contribution payments (CSF)
4.6 Attendance rates are monitored and acted upon to increase regular attendance				

Implement School Attendance Plan	LWS	<ul style="list-style-type: none">- Manutaki time- MU for Attendance lead- Time allocation for multi agency hui	Terms 1-4	<ul style="list-style-type: none">- Attendance management plan that meets Ministry of Education requirements (NP)- Attendance expectations clearly communicated to families- Regular attendance build on 78% achieved in 2025 with a target of 80%. (National target by 2023. (NP) (SD)
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