

## 2025 Annual Plan - Saint John's College

STRATEGIC OUTCOMES	ANNUAL ACTIONS
1.1 A detailed plan and funding model are in place for a chapel that will establish at the school a centre for prayer and reflection	Finalise plans and develop costings/financial modelling/fundraising plan and project management plan
1.2 Increasing numbers of boys are being confirmed in the Catholic faith and living a life with a love of Christ	<p>Develop strategy with new DCC</p> <p>Support youth Mass at 6:45 at Cathedral</p>
1.3 All staff are confident in their support of the Catholic character of the school	<p>Continue to run a catechetical paper each year at the college for up to 8 staff</p> <p>Seek out Catholic teachers to join staff</p> <p>DCC to maintain centralised record system of staff/papers/hours in school</p> <p>DCC to develop programme of catholic character staff meetings for 2025</p> <p>DCC to establish catholic character staff team and devise regular meeting schedule</p>
1.4 Through the Marist Man ethos, students develop a sense of what it is to be a man of Faith, Integrity and Service	<p>Marist Man signage in new admin space/student reception</p> <p>Regular references to Marist man by staff in classrooms and around school</p> <p>Signage around the school, Develop collaterals for rooms for MM</p> <p>Develop and embed Integrity document</p> <p>Have list of service opportunities (in and out of school) for students to choose from</p> <p>Service examples on website so boys are aware of opportunities</p>

STRATEGIC OUTCOMES	ANNUAL ACTIONS
<p>2.1 All students are supported by high quality teachers and resources to achieve success in their chosen pathway</p>	<p>Establish Teaching &amp; Learning group to focus on developing pedagogy and practice.</p> <p>T&amp;L group to prioritise PLD opportunities for 2025</p> <p>Faculties to review new NCEA L1 at end of year</p> <p>Review Google Classroom training plan for 2025</p> <p>Focused PLD plan to develop and extend use of BYOD (Senior School)</p> <p>Cap Ex purchasing to support curriculum delivery</p> <p>Develop SJC a more agile version of impact coaching model. New Lesson obs template.</p> <p>WSLs develop and implement plan to support SJC annual plan</p> <p>Devise a system of release to help staff secure peer observations</p> <p>Continuing with PLD resources for 9/10LIT</p> <p>Academic dean to work with SLT to develop/implement action plan around their work in 2025</p>
<p>2.2 A broad range of learning pathways meets the needs of all students, including Priority Learners</p>	<p>Improve proportion of L3 Māori/Pacific students gaining UE</p> <p>T&amp;L group to undertake curriculum review to open up pathway discussions and lead future curriculum planning.</p> <p>Action plan developed to promote STEM pathways for Māori and Pasifika students - 2025 focus on Year 9/10 students</p> <p>Undertake student surveys/interviews to further our understanding of student pathways and curriculum needs.</p> <p>Development of Māori/Pacific focused career education to secure aspirations and career pathways</p>

<p>2.3 Academic success is encouraged, valued and celebrated across the school</p>	<p>HOFs to develop consistent approach to celebrating academic success using assemblies</p> <p>Develop use of Eagle to instil a culture of academic success</p> <p>Improve visibility of Academic leaders particularly in the junior school</p> <p>Utilise academic council to provide mentoring</p> <p>Celebrate the Cambridge programme we are now doing</p> <ul style="list-style-type: none"> <li>● review maths results from 2024 and implement plan for improvement</li> </ul>
<p>2.4 For 85% of students to realise/better their NCEA target</p> <p><b>NCEA Level 1 Pass Rates</b> Achieved - 44%, Merit 23%, Excellence 13%</p> <p><b>NCEA Level 2 Pass Rates</b> Achieved - 49%, Merit 20%, Excellence 13%</p> <p><b>NCEA Level 3 Pass Rates</b> Achieved - 43%, Merit 26%, Excellence 17%</p> <p><b>Māori Targets</b> L1 - 93%, L2 - 92%, L3 - 84%</p> <p><b>Pasifika Targets</b> L1 - 91%, L2 - 90%, L3 - 84%</p>	<p>Aspirational pass rates</p> <ul style="list-style-type: none"> <li>● Level 1 - 95%</li> <li>● Level 2 - 93%</li> <li>● Level 3 - 88%</li> </ul> <p>Develop appropriate intervention strategies to support students achieving the Lit/Num CAA's in Year 11</p> <p>Individual coaching meetings with identified Year 13 students</p>
<p>2.4 The school works closely with its community to achieve consistently high attendance rates across all cohorts.</p>	<p>Follow directives as outlined in MOE STEPS programme</p> <p>Regular attendance target - 70% of students attending 90%+ 90% of absences explained within 5 days of return to school.</p> <p>Community letters to our learning community to reinforce attendance expectations</p> <p>Review Kamar letters - regular attendance letters going home to students of concern</p>

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3.1 The Pastoral Care team is sufficiently resourced to cater for the needs of all students, staff and whānau	Provide Deans with KAMAR PLD to promote proactive Deaning - focus on attendance
3.2 The Learning Support system identifies all students of need and staff are able to support their different learning needs	<p>ESOL for domestic students identified and managed effectively by SENCO, ensuring and testing completed in a timely manner and appropriate funding is applied for.</p> <p>Undertake formal review of GATE provisions for SJC students</p> <p>SENCO role/IEP/SAC Review</p>
3.3 Students and staff have a strong sense of personal identity	<p>Well-being survey for staff/students</p> <p>Provide students opportunities to share their cultural identity during assembly</p>
3.4 Students have the tools they need to thrive in the face of the challenges life may present	Regular catch ups with counsellors
3.5 An inclusive, nurturing environment imbues respect and love of oneself, others and Christ	All students to have deepened understanding of our Marist Man ethos
3.6 Māori and Pasifika students thrive in an environment which reflects Te Tiriti and uses culturally appropriate strategies to support their engagement and achievement	<p>Internal signage which reflects the bicultural nature of our school</p> <p>Haka actions for wahine</p> <p>Follow up and review progress on Te Pumaomao action plans</p> <p>To continue to develop fale pasifika form classes - improved structure/form and reason to be</p> <p>Review and amend Pasifika action plan</p> <p>Encourage staff to take up PLD opportunities in Te Reo Māori and Te Ao Maori in subject areas</p> <p>Review development of cultural competencies within curriculum faculties</p>

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<p>4.1 Opportunities for mentoring, worksite visits, work experience and career pathways are developed in conjunction with the business community</p>	<p>Greater links with foundation and careers faculty developed to ensure appropriate speakers and links are developed for our students. Do this through choosing appropriate people to speak, as opposed to opening it up to all.</p> <p>Ensure all eight Year 10 classes take part in the SSEP programme, visiting at least one employer’s workplace, as well as have at least one business visit them in their Science classes (to promote STEM based career pathways).</p> <p>Further leverage links with UoW for Year 10s (in particular) to promote STEM based career pathways</p> <p>Limited group of at-risk students externally mentored</p>
<p>4.2 Alumni and members of the school community are invited to volunteer as speakers, mentors, role models and positive examples of faith, service, local and diverse cultures, achievement and diverse career paths</p>	<p>Use foundation members for mentoring programme</p> <p>Use Alumni database to make contact with appropriate speakers to work with different cohorts of students. As above, do this through choosing appropriate people to speak, as opposed to opening it up to all.</p>
<p>4.3 Closer connections are established between the school, the community and the SJC Foundation to encourage philanthropy</p>	<p>Gather feedback/stakeholder survey regarding involvement in events such as father/son breakfasts, father/son days in the workshop etc</p> <p>Regular feedback from foundation (bi-monthly)</p>