Strategic Goal 1

Engagement - Hononga
Rosmini College has a Christ-centred, positive, culturally responsive school culture where ākonga are supported to thrive and feel a sense of belonging.

Annual Target/Goal:
A school culture within which:

- Individual student and staff wellbeing is supported through the provision of dedicated resourcing and a focus on developing resilience.

- All ākonga are engaged in high-quality teaching and learning.

- Everyone demonstrates respect towards others and themselves.

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.)

Actions Detail the key actions you'll take this year to reach your annual target listed above Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe This is optional however is useful to help with your planning	How will you measure success? Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template. Regulation 9(1)(d)
Year 11-13 Hauora Mātauranga ● **Identify** Key learning areas at each year level ● **Create** Hauora Mātauranga course ● 30 lessons planned ● Course sequenced for from Year 11 - 13	**JJD** **RSP,EBT, RCL,GSW**	● Staff PLD ● Fortnightly meetings ● External resources eg MyMahi subscription, guest speakers	● Fortnightly meetings to review and plan ● Review in Term 4 using teacher and student voice	● Course is planned ● Review in Term 4 ● Student voice Term 4 ● Adjust for 2025 if required

The Resilience Project • Transition from TRP-supported resources/programme to Rosmini Resilience Project (Years 7 and 8). • Every lesson (40) is planned, sequenced and organised. • Review at the end of each term. Teacher reflection and student voice.	• **DCP and PAK**	• TRP resources • Other 'Resilience' resources.	• Termly Review	• 40 Rosmini Resilience Project lessons, fully resourced with instructions and supporting information. • Student Voice • Community Voice
Middle School Health • Review Year 9 and 10 Health Curriculum delivery	• **DCP, TWH,GSW, KAW**	• Curriculum stocktake • NZ Curriculum document • 'Mental Health Education' (2022) • 'Ending rainbow-focused bullying and discrimination' (2023)	• Term 1 and 2	• Review completed and next steps identified.
High-Quality Teaching and Learning				
• Working towards and preparation for NZC Refresh implementation. • Review current curriculum • Identify areas for review, refinement, and greater cross-curricular collaboration, specifically	• **DCP** • Curriculum Leaders. • Years 7-10 Curriculum Leaders.	• NZC • Refreshed Curriculum Documents • Te Mātaiaho framework • Common Practice Model • Staff/Department PLD • TOD (May 31st)		• A completed curriculum review, summarised to support curriculum leaders in identifying areas for greater cross-curricular collaboration, specifically

around content and assessment. ● Support departments in transitioning to the refreshed NZC as curriculum areas become available.				around content and assessment.

● **Literacy and Numeracy**
● Continue to develop and review a school-wide approach to improve teaching and learning in numeracy and literacy.
● Continue to implement interventions to support the development of literacy and numeracy.
  ○ LEN (7 and 8)
  ○ Supported classes (9-13)
  ○ Vocabulary (10 RE)
  ○ Pathways Awarua
  ○ School-wide writing
	● **DCP, SIW, DLK**
	● **LEN Teachers**
	● **Curriculum Leaders**
		● Fortnightly Meetings - DCP. DLK. SIW.
		● Common Practice Model
		● Staff/Department PLD
		● TOD
		● RTLB
		● PLD opportunities
				● CAMS testing data (Year 7 and Year 9 2025)
				● PAT data
				● LIT/NUM Co-requisite data
				● Curriculum Level reporting data
				● Student and Community Voice
				● Teacher Feedback

Teaching and Learning ● Literacy & Numeracy - co-requisite ● Professional learning - across school through PLGs and Friday morning sessions. Focussed on strategic areas	**RSP**	Meeting time NCEA change package and resourcing from NCEA Professional learning time (Friday mornings) Working with WSLs to work on T & L strategies to enhance Meetings every 3 weeks with WSLs		Rosmini PLD internal Framework established for Term 2 and 3 - adjustments made from 2023 feedback Knowledge sharing in Departments around best practice at Dept level on Friday PLD sessions.

- NCEA changes Level 1 support with changes - continue to encourage middle leaders on subject specific courses - Focus on Mātauranga Māori - HODs targeted in PLGs (T2) and all staff Term 3 - Continual embedding of technology use across learning areas - Selected Staff continue with "coaching conversations" PLD - SLT - "Better Conversations PLD		Working with KAW/JLM Mātauranga Māori Working with MAG as necessary for PLD Funding from PLD providers - UTB (apply for) Funding from PLD providers - Hone Heke Rankin $ for PLD of staff		Knowledge shared in Departments and at CC meetings around NCEA level 1 changes. Staff feedback collected Term 2 and Term 3 Improved understanding of how to embed Mātauranga Māori into units of work.
Respect/Behaviour/processes - Pastoral Care team clarification - add Assistant Deans, DRS, Counsellor, Pathways, Student services - Develop NEW Dean and Assistant Dean role - Align Year 7-13 process on attendance, truancy and behaviour and communicate to staff, students and community clearly - "One Pager" designed for staff to work from - build this document with an action group of staff not	**KAW** **SLT** **PAK**	- Meeting time - Meeting time	Every 2 weeks - ALL year long Term 1, 2, 3 and 4 Every 2 weeks - Term 1 and 2 to start with	Feedback from Pastoral care team - Termly survey - minutes Monitor new Deans and Assistant Deans Get feedback from new Deans and Assistant Deans

necessarily in the pastoral team				

Strategic Goal 2

Experience - Mātau ā-wheako
Rosmini College provides a wide range of opportunities to support ākonga in their personal and spiritual growth during their time at school.

Regulation 9(1)(a)

Annual Target/Goal:
At Rosmini College:

- Ākonga achieve personal success during their time at school.

- We offer a wide range of cultural, academic, sporting, charity, spiritual and leadership opportunities as well as experiences offered in partnership with the wider community.

Regulation 9(1)(a)

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.)
Regulation 9(1)(d)

Actions Detail the key actions you'll take this year to reach your annual target listed above Regulation 9(1)(b)	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe This is optional however is useful to help with your planning	How will you measure success? Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the success measures from your strategic plan template. Regulation 9(1)(d)
Priority Learners Pasifika students Obtain data (e.g. academic, attendance, pastoral incidents, etc) that can be used to identify Y 11-13 students who are of Pasifika descent who need academic support. Create a list of students who may need further support. Intervene through the use of appropriate strategies eg small group and individual mentoring, whanau communication, communicating with staff	**JJD** **ECE** - support with Data **WSLs** - **KAB,SVS**	**WSL/JJD**	**Term 1** Week 8 discuss @ Kahui Ako. Week 10 Data Week 11 List produced by WSL's **Term 2&3** Individual and small group mentoring. Communication with whanau. Communication with staff. Week 10 Data collection. Week 11 update list .	Academic results Attendance statistics Student and community voice
All learners Obtain data (e.g. academic, attendance, pastoral incidents, etc) that can be used to identify Y 11-13 students who need academic support. Create a list of students who may	**JJD/RSP** **ECE** - support with Data **JOH, NPP** **JMS**	**WSL/RSP** Time Data	**Term 1** Week 8 discuss @ Kahui Ako. Week 10 Data Week 11 List produced by WSL's **Term 2&3** Individual and small group mentoring.	Academic results Attendance statistics Student and community voice

need further support. Intervene through the use of appropriate strategies eg small group and individual mentoring, whanau communication, communicating with staff.			Communication with whanau. Communication with staff. Week 10 Data collection. Week 11 update list .	
<u>Increase student leadership opportunities</u> Prefect day, Success Integrated ½ day session, Communication session,Head Boy ABSNZ) Continuing weekly meetings with Prefects - role modelling best practice/committees set up & embed. Year planner template created and shared with future prefect groups. Obtain the voice of Prefects to plan for 2025 and beyond. Opportunities for student leaders to coach sport and mentor in Drama	**JJD,NCC,RSP,KAW** **RTE,KAB**	Prefect team Sub-committees	Term 1 and 2 Term 1-4	Student voice collected Teamwork is evident through activities around the school that the leaders participate in Anecdotal evidence Role- modelling good behaviour - data/attendance & pastoral care incidents Increase in Prefect-lead assemblies A variety of Prefect lead activities and/or initiatives at school Students coaching teams. Currently students are involved in coaching in Water Polo, Volleyball,Hockey,Football and Cricket. Students leaders assist in the direction of Drama productions

● Enviro group continues	**EMS**	Pest traps,weeding tools	Current. All year	Reduction of targeted pest species and removal of invasive pest plants

Strategic Goal 3

Enhancement - Whakatairanga
Rosmini College will enhance the strategic capacity of all staff to deliver high-quality opportunities to support every ākonga.

Regulation 9(1)(a)

Annual Target/Goal: At Rosmini College;	
- Staff capacity is built to deliver high-quality, culturally responsive teaching and learning.	
- Strong relationships are built with our old boy network to leverage opportunities for ākonga.	
Regulation 9(1)(a)	

What do we expect to see by the end of the year?
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Regulation 9(1)(d)

Actions Detail the key actions you'll take this year to reach your annual target listed above *Regulation 9(1)(b)*	Who is Responsible Regulation 9(1)(c)	Resources Required Regulation 9(1)(c)	Timeframe This is optional however is useful to help with your planning		How will you measure success? Think about what you expect to see at the end of the year and detail the measurements you'll use to check on your progress. You'll want to reference the

					success measures from your strategic plan template.
Culturally Responsive Practice ● In 2024, refine the 10 focus steps with the rōpū ● Create an action plan based on the prioritisation of the focus steps. ● Te Whetū Maori student leadership ● Consult with staff, students, whānau, Diocese and mana whēnua about the list of priorities. ● Begin to create a model of cultural responsiveness for Rosmini College ● Work with HODs through targeted	**KAW,JLM RSP** **KAW,JLM RSP MAG**	Māori Advisory Rōpū **WSL - JLM** ASL - Maurice Nelson Pūheke external provider doing Te Whetū Māori student leadership NZQA - NCEA me te whanau - 3x sessions 2024 Requesting for hours of PLD funding for 2025	Twice termly hui with rōpū Term 1 2024 Term 1, 2 and 3 2024 Term 2 2024		MAG - voice and representing the students on a regular basis Present around the school & involved in Te Ao Māori events Annual calendar of events of Māori events Average 50% of Maori parents coming to all 3 x sessions

PLGs to create specific areas of focus in Unit plans using the 3 Pou developed in PLGs in 2023			Term 2 and 3		Every learning area is represented across the school. Every Learning Area demonstrates evidence based development of the 3 Pou within practice and shared within the department.
Strong relationships are built with our old boy network to leverage opportunities for ākonga. ● Communications - termly newsletter continues promoting old boy's successes & Rosmini news ● Old Boy focus group established to get feedback on ways to connect with Old Boys/Google Form also created to gather data	**BOT** **NCC** **RSP** **RCL** **RTE**	Simone - to work on communications RSP/NCC to create questions for form and focus group(s) Create list of potential speakers to reflect our values - bring these old boys into assembly on a regular basis	Term 1 and ongoing Term 1 - survey Term 2 focus group established & data collected Term 2 feedback to BOT		Old boy functions - occur more frequently Old boy guest speakers at events & assemblies Old boy coaches are involved Apprenticeships through old boys

• Actions created from focus group & gathered data • Data gathered - re: involvement from old boys in school life • Data gathered - re: old boys & sons • Archiving & re-organising photos into categories & archived • Updating and promoting old boys success visually around the school & prospectus • eg:Social Media - targeted to Old Boys through LinkedIn					
• Old Boy's list/ questions and interviews via Podcasts created for Social Media content					

Strategic Goal 4

Empowerment - Whakamanawa
Rosmini College ākonga are empowered to go out into the world to serve others as confident, well-rounded young men

Regulation 9(1)(a)

Annual Target/Goal:
Rosmini College ākonga;:

- Are Christ-centred young men who have the values, attitudes, knowledge and skills to fulfil their life and be empowered to serve others.

Regulation 9(1)(a)

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.)
Regulation 9(1)(d)

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Creating opportunities for ākonga to serve through:
 	
  (a) Young Vinnies - ministry to the poor
  (b) Rosmini Volunteer Army Service to the Community
  (c) Chefs for Compassion
  (d) Eddie's Meals
	NCC
	LVW
	RFD
	
	SVS
		Social Justice budget
		
		Newsletter for report backs to parents and caregivers and community members
		
		Student Volunteer Army National Platform for local volunteering opportunities to be made known to our students
			Ongoing
			Term 1, 2,3,4
				The number of ākonga who volunteer and the number of volunteer hours recorded and verified.
				
				Monthly recognition of hours volunteered by individual students and school cumulative hours captured and verified by the National Student Volunteer Army Platform, resulting in the awarding of pins in recognition of milestones.
				
				The number of ambassadors identified within our school as model volunteer leaders by the external Student Volunteer Management.

				Community feedback from the SVDP and other charitable organisations shows that our students are assisting in a volunteer capacity.
				Local Community feedback