

Annual Implementation Plan 2025 - Year 2 of 3

Strategic Goal 1 Engagement - Hononga

Rosmini College has a Christ-centred, positive, culturally responsive school culture where ākongā 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 ākongā 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	Who is responsible	Resources required	Timeframe	How will you measure success?
Year 11-13 Hauora Mātauranga <ul style="list-style-type: none"> ● Course sequenced for from Year 11 - 13 ● Identify Key learning areas at each year level ● Create Hauora Mātauranga course 30 lessons planned 	JJD RSP, EBT, RCL, GSW KAW JOH	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Student voice Term 4 ● Course is planned ● Review in Term 4 ● Adjust for 2025 if required

<p>The Resilience Project</p> <ul style="list-style-type: none"> • Formal Plan - refinement of lesson and topic plans • 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 collected. 	<p>DCP and PAK</p>	<ul style="list-style-type: none"> • TRP resources • Other 'Resilience' resources. 	<p>Termly Review</p> <p>Plan for each term - beginning of term</p>	<ul style="list-style-type: none"> • 40 Rosmini Resilience Project lessons, fully resourced with instructions and supporting information. • Collect Student Voice • Collect Community Voice
<p>Middle School Health</p> <ul style="list-style-type: none"> • Review Year 9 and 10 Health Curriculum delivery 	<p>DCP, JEM, GSW, KAW</p>	<ul style="list-style-type: none"> • Curriculum stocktake • NZ Curriculum document • 'Mental Health Education' (2022) • 'Ending rainbow-focused Bullying and discrimination' (2023) 	<ul style="list-style-type: none"> • Term 2 and 3 	<ul style="list-style-type: none"> • Review completed and next steps identified. Introduction in 2026
<p>High-Quality Teaching and Learning</p> <ul style="list-style-type: none"> • Working towards and preparation for NZC Refresh implementation. • Support departments in transitioning to the refreshed NZC as curriculum areas become available. 	<p>DCP/RSP</p> <ul style="list-style-type: none"> • Curriculum Leaders. 	<ul style="list-style-type: none"> • NZC • Refreshed Curriculum Documents • Te Mātaiaho framework • Common Practice Model • Focused Staff/Department PLD 		<ul style="list-style-type: none"> • Successful implementation of the Year 7 and 8 Mathematics curriculum. <ul style="list-style-type: none"> ○ Staff voice and student voice • Staff observation data and staff voice. • Student voice.

<ul style="list-style-type: none"> ● Begin to develop a school-wide approach to teaching and learning, in line with the curriculum refresh and research-informed best practices. 	<ul style="list-style-type: none"> ● WSL allocated to this (LMR) 	<p>on what makes Great Teaching at Rosmini</p> <ul style="list-style-type: none"> ● TODs (Nov x 2, 2025) 		
---	---	---	--	--

<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ LEN (7 and 8) ○ Supported classes (9-13) ○ Vocabulary (9+10 SST) ○ Pathways Awarua ○ School-wide writing <ul style="list-style-type: none"> ■ Curriculum area writing posters. ■ COPS Trial (Year 10) 	<p>DCP, SIW, DLK</p> <p>LEN Teachers</p> <p>Curriculum leaders</p>	<ul style="list-style-type: none"> ● Fortnightly Meetings - DCP. DLK. SIW. ● Common Practice Model ● Staff/Department PLD ● TOD ● RTLB ● PLD opportunities 		<ul style="list-style-type: none"> ● CAMS testing data (Year 7 and Year 9 2025) ● LIT/NUM Co-requisite data ● Curriculum Level reporting data ● e-asTTle data ● The Code Spelling data ● Student and Community Voice ● Teacher Feedback
<p>Teaching and Learning</p> <ul style="list-style-type: none"> ● Investigating and consolidating all the good teaching in order to inform a Teaching and Learning Framework 	<p>RSP/DCP</p>	<ul style="list-style-type: none"> ● Meeting time ● NCEA change package and resourcing from NCEA ● Professional learning time (Friday Mornings) 	<p>Termly - student voice</p>	<ul style="list-style-type: none"> ● Rosmini PLD internal Framework established for Term2 and 3 - adjustments made from 2024 feedback ● Knowledge Sharing in Departments Around Best Practice at Dept level on

<ul style="list-style-type: none"> ● Making more departs/HOD's more accountable around PLD implementation ● Mandate Student voice across ALL department areas ● Literacy Numeracy- co-requisite ● Professional learning - across school through PLGs and Friday Morning sessions. Focussed on strategic areas ● 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 	<ul style="list-style-type: none"> ● WSL allocated to this (LMR) 	<ul style="list-style-type: none"> ● Working with WSLs to work on T&L strategies to enhance ● Meetings every 3 weeks with WSLs ● 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 		<p>Friday PLD sessions - staff voice collected.</p> <ul style="list-style-type: none"> ● 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. ● Student Voice ● Rosmini Great Teaching and Learning framework
---	---	--	--	--

<p>Respect / Behaviour / processes</p> <ul style="list-style-type: none"> • Restorative Process and implementation Plan • Pastoral Care team clarification - add Assistant Deans, DRS, Counsellor, Pathways, Student services - positive • Align Year 7-13 process on attendance, truancy and behaviour and communicate to staff, students and community clearly - measuring implementation • “One Pager” designed for staff to work from - build this document with an action group of staff not necessarily in the pastoral team • Implement the “one pager” - term 1 TOD - comms in info to community start of term 1 • Comms to community about Deans and assistant Deans Role 	<p>KAW</p> <p>PFH</p> <p>SLT</p> <p>PAK</p> <p>Pastoral Care Group</p> <p>Pastoral Care Group</p>	<ul style="list-style-type: none"> • Meeting time • Meeting time 	<p>Every 2 weeks - ALL year long</p> <p>Term 1, 2, 3 and 4</p> <p>Every 2 weeks - Term 1 and 2 to start with</p>	<ul style="list-style-type: none"> • Feedback from Pastoral care team <ul style="list-style-type: none"> ○ Termly survey Minutes • Monitor new Deans and Assistant Deans • Get feedback from new Deans and Assistant Deans • Design process for implementation • Design “one pager” for implementation, Summary of Attendance strategies
---	---	--	--	---

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.

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.

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

Actions	Who is Responsible	Resources required	Timeframe	How will you measure success?
<p>Priority Learners</p> <p><u>Pasifika students</u></p> <ul style="list-style-type: none"> • Analysis of results in 2025 • Use analysis to inform decision making for next steps. • Specific people for mentoring and events • 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. Repeat • Create a list of students who may need further support. 	<p>JJD</p> <p>ECE - support with Data</p> <p>WSLs allocated</p> <p>JCL - academic,SVS events</p>	<p>WSL/JJD</p> <p>NZQA - NCEA me te fono- 1x session(s) 2025</p>	<p>Term 1</p> <ul style="list-style-type: none"> • Week 8 discuss @ Kahui Ako. • Week 6-10 Data • Week 11 List produced by WSL's <p>Term 2 & 3</p> <ul style="list-style-type: none"> • Individual and small group mentoring. Communication with whanau. • Communication with staff. 	<ul style="list-style-type: none"> • Academic results • Attendance statistics • Student and community voice

<ul style="list-style-type: none"> Intervene through the use of appropriate strategies eg small group and individual mentoring, whanau communication, communicating with staff 			<ul style="list-style-type: none"> Week 10 Data collection. Week 11 Update list . 	
<p>All learners</p> <ul style="list-style-type: none"> Analysis of data to inform if role has been successful 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 need further support. Intervene through the use of appropriate strategies eg small group and individual mentoring, whanau communication, communicating with staff. 	<p>JJD/RSP</p> <p>ECE - support with Data</p> <p>Yr 11 JOH Yr 12 ARG Yr 13 CMA</p>	<p>WSL/RSP</p> <p>Time Data</p>	<p>Term 1</p> <ul style="list-style-type: none"> 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 6-10 data collection Update list as necessary - ongoing 	<ul style="list-style-type: none"> Academic results Attendance statistics Student and community voice

<p>Increase student leadership opportunities</p> <ul style="list-style-type: none"> ● Stocktake of what we currently offer for leadership opportunities across the entire school- - to formalise what we do. ● Opportunities for student leaders to coach sport and mentor in Drama ● 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. ● Mātauranga Māori leadership of students. 	<p>JJD, NCC, RSP, KAW</p> <p>RTE</p> <p>WSL - Student Leadership</p>	<p>Prefect team Sub-committees</p>	<p>Term 1 Term 1-4</p>	<ul style="list-style-type: none"> ● Student survey, staff survey - find out what the leadership opportunities are ● 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
--	---	--	----------------------------	--

<ul style="list-style-type: none"> • Enviro group continues - students lead this • TOTCUS - student leaders 	<p>EMS</p> <p>GSW</p>	<p>Pest traps,weeding tools</p>	<p>Current. All year</p>	<ul style="list-style-type: none"> • Reduction Of Targeted Pest species and removal of invasive pest plants •
---	-------------------------------------	---------------------------------	--------------------------	---

<ul style="list-style-type: none"> ● BUILDING. EMBEDDING - In 2024, refine the 10 focus steps with the Rōpū ● Create an action plan based on the prioritisation of the focus steps. ● Reinventing the Te Whetū Maori student leadership ● Consult with staff, students, whānau, Diocese and mana whēnua about the list of priorities. ● Work with HODs through targeted PLGs to create specific areas of focus in Unit plans using the 3 Pou developed in PLGs in 2024 	<p>KAW,JLM RSP MAG</p>	<p>Māori Advisory Rōpū (MAG) WSL- JLM</p> <p>ASL - Maurice Nelson</p> <p>Pūheke external provider doing Te Whetū Māori student leadership</p> <p>NZQA - NCEA me te whanau - 2x sessions 2025</p> <p>Requesting for hours of PLDfundingfor2025</p>	<p>Twice termly hui with rōpū</p> <p>Term 1 2024</p> <p>Term 1, 2 and 3 2024</p> <p>Term 2 2024</p> <p>Term 2 and 3</p>	<p>Survey - termly - MAG-voice and representing the students on a regular basis</p> <p>Presence around the school & involved in Te Ao Māori events</p> <p>Annual calendar of events of Māori events</p> <p>Average 50% of Maori parents coming to all 3 x sessions</p> <p>Every learning area is represented across the school.</p> <p>Every Learning Area demonstrates evidence based development of the 3 Pou within practice and shared within the department.</p>
---	---	---	---	---

<p>Strong relationships are built with our old boy network to leverage opportunities for ākongā.</p> <ul style="list-style-type: none"> ● Meeting to make a plan - with BOT, NCC, RSP ● 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 	<p>BOT - John Thornley</p> <p>NCC RSP</p> <p>RCL RTE</p>	<p>Simone - to work on communications</p> <p>RSP/NCC to create questions for form and focus group(s)</p> <p>Create list of potential speakers to reflect our values - bring these old boys into assembly on a regular basis</p>	<p>Term 1 and ongoing Term 1 - survey</p> <p>Term 2 focus group established & data collected</p> <p>Term 2 feedback to BOT</p>	<p>Old boy functions-occur more frequently</p> <p>Old boy guest speakers at events assemblies</p> <p>Old boy coaches are involved</p> <p>Apprenticeships through old boys</p>
---	---	---	--	---

<ul style="list-style-type: none"> ● 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

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.

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	Who is Responsible	Resources Required	Timeframe	How will you measure success?
---------	--------------------	--------------------	-----------	-------------------------------

<p>Creating opportunities for ākonga to serve through:</p> <ul style="list-style-type: none"> • Young Vinnies - ministry to the poor • Rosmini Volunteer Army Service to the Community • Chefs for Compassion • Eddie's Meals • Visiting retirement Village and performing music items • Elevate the Duke of Ed program 	<p>NCC LVW - DRS and Social Justice programs</p> <p>RFD - Yr 7-10</p> <p>SVS</p> <p>Parent - Ian Jones</p> <p>VLK</p>	<p>Social Justice budget</p> <p>Newsletter for report backs to parents and caregivers and community members</p> <p>Student Volunteer Army National Platform for local volunteering opportunities to be made known to our students</p>	<p>Ongoing</p> <p>Term 1, 2,3,4</p> <p>Once per term</p> <p>Every 1st Friday in the month</p> <p>Term 2 and 3</p> <p>Term 1</p>	<p>The number of ākonga who volunteer and the number of volunteer hours recorded and verified.</p> <p>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.</p> <p>The number of ambassadors identified within our school as model volunteer leaders by the external Student Volunteer Management.</p> <p>Community feedback from the SVDP and other charitable organisations shows that our students are assisting in a volunteer capacity.</p> <p>Local Community feedback</p>
--	--	---	---	---