

Annual Implementation Plan 2026 - Year 3 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 EBT, RCL, GSW KAW JOH	<ul style="list-style-type: none"> ● Staff PLD ● Fortnightly meetings ● External resources eg MyMahi subscription, ● guest speakers ● Empowerment trust ● Financial literacy from Westpac 	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 2027 if required

<p>The Resilience Project</p> <ul style="list-style-type: none"> • Every lesson (40) is planned, sequenced and organised. • Review at the end of each term. • Teacher reflection and student voice collected. 	<p>DCP, PAK, MRT</p>	<ul style="list-style-type: none"> • TRP resources • Other 'Resilience' resources. 	<p>Termly Review</p> <p>End of year - Published</p>	<ul style="list-style-type: none"> • 40 Rosmini Resilience Project lessons, fully resourced with instructions and supporting information. (Booklet) • Continue to collect student Voice • Continue to collect community voice
<p>Middle School Health</p> <ul style="list-style-type: none"> • Review Year 7 - 10 Health Curriculum delivery. 	<p>DCP, JEM, GSW, KAW</p>	<ul style="list-style-type: none"> • NZ Curriculum Refresh document - Health and Physical Education. • School Timetable 	<p>Term 3 - Curriculum Published</p>	<ul style="list-style-type: none"> • Review of curriculum refresh vs current teaching. • Identify short-term actions (2027) and long-term needs (Timetable review recommendations)
<p>High-Quality Teaching and Learning</p> <ul style="list-style-type: none"> • NZC Refresh implementation and preparation. <ul style="list-style-type: none"> ○ English and Mathematics (Implementation) ○ Other learning areas (Preparing for 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 • Te Mātaiaho framework • PLD (Cognition) 	<p>English and Mathematics- Annual Plans Unit Plans Lesson Plans</p> <p>All learning areas- Annual Plans Term 1 Unit Plans</p>	<ul style="list-style-type: none"> • Successful implementation of the Year 7-10 English and Mathematics curriculum. <ul style="list-style-type: none"> ○ Staff voice and student voice ○ Reporting to parents • All subject areas are ready to teach NZC refresh for Term 1 2027.

<ul style="list-style-type: none"> Continue 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"> GT role 	<ul style="list-style-type: none"> Focused Staff/Department PLD on what makes Great Teaching at Rosmini TODs (Nov x 2, 2026) 	<ul style="list-style-type: none"> Staff observation data and staff voice. Student voice.
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<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"> Te ara Tika (7 and 8) LEN (7 and 8) Supported classes (9-12 ENG/MAT) Vocabulary (9-10 SST) School-wide writing <ul style="list-style-type: none"> Curriculum area: writing posters. COPS 	<p>DCP, SIW, DLK, ECE</p> <p>LEN Teachers</p> <p>Curriculum leaders</p>	<ul style="list-style-type: none"> Fortnightly Meetings - DCP. DLK. SIW. Staff/Department PLD TOD RTLB PLD opportunities 	<p>Data</p> <ul style="list-style-type: none"> CAMS Stanine Year 7 and 9 CODE Spelling Year 7 and 8 Year 7, 8, 9 and 10 Reading, Writing and Mathematics OTJ CAA Reading, Writing and Mathematics 	<ul style="list-style-type: none"> 7-10 Academic Tracking Database <ul style="list-style-type: none"> Collection and coordination of 7-10 data.
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<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Continue to develop all Great teaching in order to inform a Great Teaching and Learning Framework • 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, Friday Morning sessions and voluntary PLGs eg: Ropu o Panui & Research Breakfasts. 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 • Middle Leadership Development PLG - to support Middle leaders 	<p>RSP/DCP</p>	<ul style="list-style-type: none"> • Meeting time for PL • NCEA change package and resourcing from NCEA • Professional learning time (Friday Mornings) • Working with SCT to work on T&L strategies to enhance • Working with KAW/JLM Mātauranga Māori • Working with MAG as necessary for PLD • Funding MOE applied and engaged from Cognition assessment PLD T1-3 • \$ for PLD of staff • ML appointed for GT role • Guest speakers throughout year - eg: Bex Rose (AI surge) 	<p>EOY student voice and encourage termly student voice</p> <p>T4 - GT & L framework finalised</p>	<ul style="list-style-type: none"> • Rosmini PLD internal framework created for 2026 • Knowledge Sharing in Departments Around Best Practice at Dept level on Friday PLD sessions - review staff voice collected. • Create opportunities across Dept. for knowledge sharing • Knowledge shared in Departments and at CL meetings around NCEA level 1 changes. • Best practice shared across Departments - opportunities created. • Staff feedback collected Term 3 and review for next steps • Improved understanding of how to embed Mātauranga Māori into units of work. • Student Voice • Rosmini Great Teaching and Learning framework - to create 1 page summary based on findings
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<ul style="list-style-type: none"> ● Attendance <ul style="list-style-type: none"> ○ Implement a strategic attendance plan 	<p>KAW, ECE, Assistant Deans</p>	<ul style="list-style-type: none"> ● Meetings with ECE ● Examples from others schools ● Apply government documentation STAR ● Engage with Attendance Services ● Term 1 - 4 	<p>3 times per term meetings.</p>	<ul style="list-style-type: none"> ● Summary of Attendance strategies ● Attendance plan shared with community
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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. ● Appointment of specific Academic mentors for Year 13 and Year 11 Pasifika. ● 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 ● Intervene through the use of appropriate strategies eg small group and individual mentoring, whanau communication, communicating with staff 	<p>NCC, JJD</p> <p>ECE - support with Data</p> <p>MDB - Year 13 JOH - Year 11</p> <p>SVS events</p>	<p>Staffing</p>	<p><u>Term 1</u></p> <ul style="list-style-type: none"> ● Meet students individually and contact parents ● Week 6-10 Data ● Week 11 List <p><u>Term 2 & 3</u></p> <ul style="list-style-type: none"> ● Individual and small group mentoring. Communication with whanau. ● Communication with staff. ● Week 10 Data collection. ● Week 11 ● Update list. <p><u>Term 4</u></p> <ul style="list-style-type: none"> ● Constant monitoring 	<ul style="list-style-type: none"> ● Academic results ● Attendance statistics ● Student and community voice ● UE pass rate for Year 13 Pasifika cohort

<p><u>All learners</u></p> <ul style="list-style-type: none"> • UE pass rate identified as an area of concern. • 10 step strategy and solution to lift UE pass rate. This includes extra reports and targeted parent interviews 	<p>JJD RSP JLM All Year 13 class room teachers</p>		<p><u>Term 1</u></p> <ul style="list-style-type: none"> • Staff and students informed. • Year 13 - Results monitored. • List created. • Term 2&3 Individual and small group Mentoring. Communication with whanau. Communication with staff. • Update list as necessary - ongoing 	<ul style="list-style-type: none"> • Academic results • Attendance statistics • Student and community voice
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<p>Increase student leadership opportunities</p> <ul style="list-style-type: none"> ● Complete the Stocktake of what we currently offer for leadership opportunities across the entire school- - to formalise what we do. <ul style="list-style-type: none"> ○ Prefects ○ Service ○ Sport ○ Performing arts ○ Academic ○ Toctus ○ Envirogroup ○ Māori Leadership (Tuakana-Ako-Teina) ● Define the term 'Leadership' in a Rosmini College context ● Design/create structure to enable students to participate in activities that develop leadership skills over time at the College ● Provide and report back on 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. 	<p>JJD, NCC, RSP, KAW</p> <p>KJP</p> <p>SLT, Staff, students</p> <p>JJD</p> <p>Prefect team and JJD</p>	<p>Prefect team Sub-committees</p>	<p>Term 1</p> <p>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
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<ul style="list-style-type: none"> • 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. • 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
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**Strategic Goal 3
Enhancement - Whakatairanga**

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

**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 ākongā.

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

Design and implement a customised Culturally responsive plan into the college from visiting other schools similar to Rosmini. Considering all cultures (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?
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<p>Culturally Responsive Practice</p> <ul style="list-style-type: none"> ● Create a model of cultural responsiveness for Rosmini College ● Engagement with Te Kamaka Marae - Hato Petera ● Re - BUILDING focus steps with the Rōpū. ● Create an action plan based on the prioritisation of the focus steps. ● Māori student leadership model - Tuakana Teina Reinventing the Te Whetū Maori student leadership ● Consult with staff, students, whānau, Diocese and mana whēnua about the list of priorities. ● Begin a Whanau and Staff ropu 	<p>KAW, JLM RSP</p> <p>KAW, JLM RSP</p> <p>KAW, JLM, MAG (Māori Advis Grp)</p> <p>KAW, JLM RSP MAG</p> <p>KAW, JJD</p> <p>KAW, MAG (Māori Advis Grp)</p> <p>KAW, MAG group</p>	<p>Responsive models Examples at other schools similar to Rosmini</p> <p>Calendar of events at the marae. Website access</p> <p>Māori Advisory Rōpū (MAG)</p> <p>Māori Advisory Rōpū (MAG) JLM</p> <p>HOF Languages Carmel College - Maurice Nelson</p> <p>Meeting time twice per term</p>	<p>Term 2</p> <p>Term 1, 2, 3</p> <p>Term 1, 2</p> <p>Term 2</p> <p>Term 1 - 4 every fortnight meeting</p> <p>Term 1, 2 and 3</p> <p>Term 1-4 Twice termly</p>	<ul style="list-style-type: none"> ● Visit these schools. ● Report back ● Design our own version ● Time frame around design creation by the end of term 2 ● Visit Te Kamaka at the Miha and general visit in Term 2 ● Arrange a hui with the Committee, term 2 ● Report back on relationship and any agreed outcomes by end of term 2 ● Working group hui ● Survey - termly - MAG-voice and representing the students on a regular basis ● Presence around the school & involved in Te Ao Māori events ● Annual calendar of events of Māori events
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<ul style="list-style-type: none"> ○ Arrange a wataka - calendar of events for the year ○ Plan at least one event per term as is already done in the college ○ Communicate to community <ul style="list-style-type: none"> ● Work with HODs through targeted PLGs to create specific areas of focus in Unit plans using the 3 Pou developed in PLGs in 2026 	<p>KAW, JLM, RSP</p>	<p>Arrange a wataka - calendar of events for the year. Get communication plan together</p> <p>NZQA - NCEA me te whanau - 2x sessions 2026</p>	<p>Term 2 and 3</p>	<ul style="list-style-type: none"> ● Average 50% of Maori parents coming to all 3 x sessions ● 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.
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<p>Strong relationships are built with our old boy network to leverage opportunities for ākongā.</p> <ul style="list-style-type: none"> • Create and appoint a Board funded Old Boys co-ordinator role. • Review processes and establish systems. • Administer and create an Old Boy database. 	<p>BOT - John Thornley</p> <p>SP - Alumni role fixed term role</p> <p>NCC</p> <p>RSP</p>	<p>Funding for position from Foundation.</p>	<p>March 2026 onwards</p>	<p>Development of systems and processes.</p> <p>Accurate and actively managed database.</p> <p>Regular communications to Alumni.</p> <p>2-4 old boy engagement events.</p>
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<ul style="list-style-type: none">● Create and execute a communications strategy.● Enhance visibility.● Plan events.● Proactive effort to rebuild Old Boy networks.				
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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?
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<p>Creating opportunities for ākongā to serve through:</p> <ul style="list-style-type: none"> • Young Vinnies - ministry to the poor that includes focus projects (Eddies Meals, Travelling Pots, Vinnies Opportunity Shops, De Paul House) • Rosmini Volunteer Army Service to school and the the Community (Servant Leadership model adapted) • New partnership with Gilmours as partners in our social justice programmes and “The Nourish Box” • Kickstart Breakfast • Faith Formation Leaders • Chefs for Compassion • Visiting retirement Village and performing music items • Elevate the Duke of Ed program 	<p>NCC LVW - DRS and Social Justice programs</p> <p>LVW / Gilmours</p> <p>JM & RVA</p> <p>RFD</p> <p>SVS</p> <p>VLK</p> <p>LVW (Assessor)</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. Students and record of service Will be using volunteers. Gilmours will supply the box ingredients.</p> <p>Sanitarium Health and Wellbeing Food Company</p>	<p>Ongoing</p> <p>Term 1, 2,3,4</p> <p>Term 1,2,3, 4 & during breaks</p> <p>Term 1,2,3 & 4</p> <p>Term 1,2,3 & 4</p> <p>Term 1,2,3 & 4</p> <p>Term 4</p> <p>Ongoing</p>	<p>The number of ākongā 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>
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