

## 2026 Annual Implementation Plan

<b>Strategic Goal: Catholic Character</b> <span style="float: right;"><i>Regulation 9(1)(a)</i></span> <i>Our Catholic Mercy Character is understood by our community and is central to all that we do.</i>				
<b>Goals</b> <i>(anticipated result of successful completion at the end of three years)</i> CC1: The Mercy Values are embedded across all aspects of our community. CC2: All students and staff have opportunities to engage in their spiritual journey in the Catholic faith. CC3: All staff are confident to support Catholic and Mercy Character.				
<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>Timeframe</b>	<b>What do we expect to see/ How will we measure success?</b> <i>Regulation 9(1)(d)</i>
CC1: Review current practices to identify where Catholic Character is already strong and where it can be strengthened	DRS and Campus Minister	Catholic Character Review tool, staff/student survey data	Term 1-2	<ul style="list-style-type: none"> <li>- A report is completed</li> <li>- A plan is developed to support strengthening practices in areas identified for 2026/27</li> </ul>
CC2: Promotion of Catholic events  Inclusion of Catholic character in communications	DRS, Campus Minister, RE Dept	Liturgical calendar, newsletter template	Ongoing	<ul style="list-style-type: none"> <li>- In school staff PLD termly</li> <li>- Staff Te Kupenga and CDA certification increases</li> <li>- Newsletters feature Catholic reflection eg Mercy Reflection and/ or RE in each newsletter</li> </ul>
CC3: Staff formation opportunities in Catholic character and Mercy charism	Principal, DRS	WMM, NZCEO, Te Kupenga and CDA courses	Termly	<ul style="list-style-type: none"> <li>- In school staff PLD termly</li> <li>- Engagement in a range of external courses/ PLD</li> </ul>

**Strategic Goal: Achievement**

Regulation 9(1)(a)

*We foster a culture of academic rigor and holistic development, ensuring every student is equipped to reach their full potential.***Goals** (anticipated result of successful completion at the end of three years)

A1: There is a measurable increase in student performance across learning areas

A2: Successful implementation and development of programmes to embed the NZC to support student academic success

A3: All students have opportunities to engage in sport and physical activity.

A4: Participation in and visibility of initiatives in performing arts has increased.

Actions <i>Regulation 9(1)(b)</i>	Who is Responsible <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe	What do we expect to see/ How will we measure success? <i>Regulation 9(1)(d)</i>
A1: Review collection and reporting/ storage of academic data across Years 7-13. <i>(This will include implementation of SMART)</i>	Curriculum DP, and KAMAR administrator	KAMAR access, Staff training time	Term 1	-More accurate and relevant collection of academic data - Staff confidence and use of accessing real-time student achievement trends.
Provide PLD/ upskilling of KAMAR markbooks for middle leaders.	Curriculum DP, Middle leaders and KAMAR administrator	Training workshops, KAMAR user guides	Ongoing	-Reporting is consistent and timely
Monitoring and tracking of students.	SLT, Deans, HODs	Student tracking spreadsheets, meeting slots	Ongoing	- Under-performing students are identified early and intervention plans are documented.
Develop best practice strategies to use data to inform teaching and learning.	SLT, SENCO, HODs	PLD sessions	Term 2-3	- In HOD and department meetings regular use of data to ensure student progress.
A2: Ongoing information gathering and sharing of NZC changes to enable a successful roll.	SLT and HODs	MOE updates, NZC Phase-specific materials	Ongoing	- Department teaching and learning programmes reflect updated NZC requirements and progression models.
A3: Expand and promote inclusive sport and physical activity options, catering for competitive and non-competitive participation. Increase student leadership and visibility in sport and physical activity across the school.	Director of Sport	Sports budget, student leaders	Ongoing	- Increased participation in sport and physical activity across all year levels.
A4: Development of the Year 7 band project (Music)	HOD Music	Instruments, rehearsal space, Year 7 timetable, Music dept staff	Ongoing	- Increased student participation in performing arts initiatives.

## Strategic Goal: Engagement

Regulation 9(1)(a)

*We nurture a supportive, inclusive environment where students and staff feel valued, connected, and are able fully engage in learning.*

### Goals (anticipated result of successful completion at the end of three years)

E1: Structures are in place to build a culture that supports students to be resilient, confident, and self-assured.

E2: Increase staff professional growth and participation

E3: Cultural diversity is recognised and celebrated.

<b>Actions</b> <small>Regulation 9(1)(b)</small>	<b>Who is Responsible</b> <small>Regulation 9(1)(c)</small>	<b>Resources Required</b> <small>Regulation 9(1)(c)</small>	<b>Timeframe</b>	<b>What do we expect to see/ How will we measure success?</b> <small>Regulation 9(1)(d)</small>
E1: Improve regular attendance (90%+) and reduce irregular and chronic absenteeism	Attendance Officer, Deans, SLT	Every Day Matters toolkit, KAMAR automated alerts, pastoral meeting time	Ongoing	<ul style="list-style-type: none"> <li>- Proactive engagement, implementation of the attendance management plan</li> <li>- Percentage of students attending regularly increases annually</li> </ul>
Sustainable staffing of resilience-building programs (Tuakana, Growth coaching, Peer mediation)	Pastoral DP, Student leader DP	External facilitators, staff PLD	Ongoing	<ul style="list-style-type: none"> <li>- A range of staff involved</li> </ul>
E2: Growing leadership capabilities of middle leaders	SLT	Internal coaching/mentoring, PLD budget, professional readings	Annual cycles	<ul style="list-style-type: none"> <li>- Identification of areas for development</li> <li>- Planning of middle leadership PLD opportunities</li> </ul>
Establish a staff working group to investigate workplace wellbeing	SLT, Staff reps	Staff social budget, meeting time, wellness initiatives	Term 3-4	<ul style="list-style-type: none"> <li>- Development of a framework</li> </ul>
E3: Growth in Kapa haka beyond Year 7-8.	Māori Dept, Specialist Tutors	Budget for tutors/uniforms, dedicated practice space	Term 1-3	<ul style="list-style-type: none"> <li>- Kapa haka is included in school events; senior student participation increases</li> </ul>
Participation in a range of cultural events.	DP with Pacific student responsibility and student leaders	Transport, entry fees, costumes, community/whānau volunteers	Term 1-2	<ul style="list-style-type: none"> <li>- Successful Polyfest entry</li> <li>- Successful culture evening</li> </ul>

**Strategic Goal: Te Tiriti o Waitangi**

Regulation 9(1)(a)

*We honour Te Tiriti o Waitangi in governance and operational decision making to reflect Aotearoa biculturalism.***Goals** *(anticipated result of successful completion at the end of three years)*

TTW1: Authentic partnership with Māori whānau and community.

TTW2: Te Āo Māori and tikanga are integrated across all aspects of Carmel College.

<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>Timeframe</b>	<b>What do we expect to see/ How will we measure success?</b> <i>Regulation 9(1)(d)</i>
TTW1: Relationships throughout the school reflect the principles of Te Tiriti	Principal, AP and HOD Languages	Māori budget	Ongoing	- Regular (termly) Whānau hui with high attendance
TTW2: Poutama Reo introduced to students, and expanded to staff	HOD Languages, Tu wahine and senior Te Reo students	Badges, meeting time, PLD for the Poutama Rep	Term 1-3	- Student leadership in Poutama Reo implementation - 60% of staff achieve Level 1 (green)

## Strategic Goal: The future

Regulation 9(1)(a)

*We are future focused and adapt to new contexts to effectively navigate change.*

### Goals *(anticipated result of successful completion at the end of three years)*

F1: Staff and students are equipped to embrace challenges and respond to change.

F2: Critical thinking and innovation are embedded in learning programmes.

<b>Actions</b> <i>Regulation 9(1)(b)</i>	<b>Who is Responsible</b> <i>Regulation 9(1)(c)</i>	<b>Resources Required</b> <i>Regulation 9(1)(c)</i>	<b>Timeframe</b>	<b>What do we expect to see/ How will we measure success?</b> <i>Regulation 9(1)(d)</i>
F1: Master plan created to embrace challenges and respond to change.	Principal	Architect/Consultant feedback, student voice workshops	Term 1-2	<ul style="list-style-type: none"> <li>- Staff/students contribute feedback</li> <li>- Completion of key milestones in the property plan</li> </ul>
F2: Explore the use of AI in teaching and learning programmes.	HODs, DPs	AI guidelines/policies, PLD	Term 2	<ul style="list-style-type: none"> <li>- Teachers sharing best practice</li> <li>- AI policy regularly reviewed (bi-annually)</li> </ul>
Review and update the school's Digital Citizenship and Cybersecurity protocols.	DP, e-learning lead	Netsafe resources, updated IT user agreements (RUA)	Annual review	-Students demonstrate an understanding of digital citizenship and cybersecurity protocols