



2025 FOCUSES

MISSION MIHANA

At Chanel College, we are committed to nurturing the growth and development of all rangatahi to become lifelong learners able to go into the world as disciples of Christ.

VISION MATAKITE

To grow confident, connected, future ready Catholic citizens.

MOTTO TO TATOUPAPEHA All through Christ.

WELLBEING HAUORA

Create an environment that ensures all know and feel the love of Christ, know they belong, are nurtured, supported and able to learn how to take care of themselves and others.



LEADERSHIP RANGATIRATANGA

Develop the capabilities of staff and students allowing for growth to lead to effective teaching, learning, and achievement so that we can all walk together as disciples of Christ.



CURRICULUM MARAUTANGA

Develop an engaging and inspiring curriculum that is learning and learner centered, leading to morally and socially responsible ākonga.



ANNUAL IMPLEMENTATION PLAN 2025

Summary of the Plan

This year's Annual Implementation Plan focuses on aligning the school's strategic direction with Government priorities. Key initiatives include:

- **Curriculum Development:** *Strengthening a knowledge-rich curriculum grounded in the science of learning.*
- **Literacy & Numeracy:** *Implementing structured literacy and mathematics approaches based on evidence-based practices.*
- **Assessment & Reporting:** *Enhancing data-driven decision-making for student progress monitoring.*
- **Teacher Development:** *Supporting leadership pathways and improved professional learning.*
- **Learning Support:** *Strengthening interventions for students with additional needs.*
- **Data Utilization:** *Leveraging data to drive consistent improvement in student achievement.*
- **Attendance Action Plan:** *Developing tailored strategies to improve student attendance.*
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Where We Are Currently

- **Previous Year's Progress:** *Key steps have been taken towards structured literacy and mathematics, initial work on data literacy improvements, and strengthening learning support.*
- **Focus Areas for 2025:** *Addressing areas where targets were not met, further embedding curriculum updates, and refining assessment and reporting practices.*

Regulation 9(1)(e)

Te Tiriti o Waitangi Implementation

The plan prioritizes equity and inclusion, ensuring that Māori learners achieve success as Māori. Strategies include:

- *Embedding culturally responsive pedagogy.*
- *Strengthening partnerships with whānau and iwi.*
- *Integrating Te Reo Māori and tikanga across learning areas.*

Regulation 9(1)(g)

Teaching & Learning Strategies

- **Structured Literacy & Mathematics:** Implementation of systematic instruction to support foundational skills.
- **Assessment for Learning:** Using robust data analysis to inform teaching and learning.
- **Support for Priority Learners:** Tailored interventions for students requiring additional learning support.
- **Attendance & Engagement:** Strengthening school-wide attendance strategies.
- **Curriculum Readiness:** Preparing for upcoming government-mandated curriculum changes.

Regulation 9(1)(f)

<p>Strategic Goal One: RANGATIRATANGA/LEADERSHIP Develop the capabilities of staff and students allowing for growth to lead to effective teaching, learning and achievement so that we can all walk together as disciples of Christ.</p> <p><i>Regulation 9(1)(a)</i></p>																			
<p>Annual Target/Goal: Design a schoolwide Leadership framework for students and staff and increase the leadership opportunities available to staff and students at Chanel College</p> <p><i>Regulation 9(1)(a)</i></p>																			
<p>What do we expect to see by the end of the year?</p> <p>Chanel College will implement a structured leadership framework that defines clear pathways for students (Years 7-13) and staff. Leadership will be fostered at all levels, from classroom roles to senior prefects, ensuring alignment with Catholic Social Teachings (service, justice, human dignity) and Māori and Pasifika leadership values (manaakitanga, whanaungatanga, kaitiakitanga, and servant leadership). A structured plan will provide formal and informal leadership opportunities, empowering all students and staff to develop their leadership skills. This approach strengthens both academic and faith-based learning, aligning with MOE priorities and Chanel College's mission to nurture leaders who serve their communities and the Church.</p> <p><i>Regulation 9(1)(d)</i></p>																			
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		Marketing and Promotion of opportunities and events.		<p>4. Student-Led Initiatives Increase in student-led projects, events, and faith-based initiatives. Greater student presence in school leadership activities.</p> <p>5. Awareness & Promotion High engagement with leadership opportunities. Strong marketing through newsletters, assemblies, and digital platforms.</p>
Develop staff capabilities as faith-based-pedagogical leaders.	SLT, DRS	Access to PLD led by the Archdiocese of Wellington, local Parish Priest, parishioners and Catholic school colleagues.	2025 and beyond	<p>1. Leadership Pathways – Increase in teachers taking on faith-based leadership roles (e.g., DRS, curriculum leads, student faith mentors).</p> <p>2. Classroom & Curriculum Integration Evidence of Faith in Teaching – Lesson observations and planning reviews showing integration of Catholic Social Teachings and Te Mātaiaho.</p> <p>Student Reflection & Engagement – Student feedback on how faith-based learning impacts their personal and academic growth.</p> <p>Cross-Curricular Faith Connections – Increase in faith-infused learning across different subjects.</p> <p>3. School & Community Involvement Collaboration with Clergy & Faith Leaders – Number of faith-based partnerships, guest speakers, and spiritual formation opportunities.</p> <p>Staff-Led Faith Initiatives – Growth in teacher-led liturgies, retreats, and service projects.</p> <p>Whānau & Community Feedback – Parent and parish input on how the school fosters faith-based education.</p>
Develop Numeracy and Literacy Leadership roles	SLT, HoLA's	Additional units and release time PLD for e-asttle, PAT and curriculum changes Structured Literacy and Numeracy PLD	2025	<p>PLD Engagement – Track attendance and integration of e-asTTle, PAT, Structured Literacy, and Numeracy PLD into teaching and mentoring.</p> <p>Staff Support & Impact – Monitor mentoring sessions, teacher feedback, and curriculum contributions.</p> <p>Student Achievement – Use assessment data, intervention results, and student feedback to measure progress.</p> <p>School-Wide Implementation – Assess teaching practices, leadership growth, and whānau engagement.</p>
Review and evaluate our schoolwide management structure to ensure it is the best fit to achieve the Strategic Goals as set by the BoT and government priorities.	Principal	Budget line to contract and external reviewer	Term 1, 2025	<p>Alignment with Strategic Goals – The revised structure clearly supports BoT priorities, ensuring leadership roles drive key initiatives.</p> <p>Staff & Leadership Feedback – Surveys and discussions show increased clarity, efficiency, and confidence in the structure.</p> <p>Effectiveness & Efficiency – Reduced bottlenecks, duplication of roles, and workload imbalances, leading to smoother operations.</p>

				<p>Improved Decision-Making – Leadership teams operate collaboratively and proactively, with clear communication and accountability. Impact on Student Outcomes – Leadership decisions result in measurable improvements in teaching, learning, and student success.</p> <p>Sustainability & Adaptability – The structure is future-focused, scalable, and responsive to ongoing school needs.</p>
<p>Enhance culturally responsive leadership to strengthen engagement, achievement, and wellbeing for Māori students by embedding Te Ao Māori principles, whānau partnerships, and culturally sustaining pedagogy across all aspects of school life.</p>	<p>SLT, TIC Māori, Māori Advisory Group, Māori student leadership group</p>	<p>Additional units, budget line,</p>		

<p>Strategic Goal Two: HAUORA/WELLBEING Create an environment that ensures all know and feel the love of Christ, know they belong, are nurtured, supported and able to learn how to take care of themselves. <i>Regulation 9(1)(a)</i></p>																			
<p>Annual Target/Goal: Create a trauma-informed, faith-based environment where all students and staff feel safe, valued, and supported through relational teaching, Catholic Social Teachings, and holistic wellbeing initiatives that foster belonging, resilience, and the ability to care for themselves and others. <i>Regulation 9(1)(a)</i></p>																			
<p>What do we expect to see by the end of the year? Stronger Belonging & Wellbeing – Students and staff feel safe, valued, and connected (survey & student voice). Higher Engagement – Increased participation in pastoral care, peer mentoring, and wellbeing programmes. Improved Emotional Regulation – Students use self-regulation and relationship skills, reducing behaviour incidents. Trauma-Informed Teaching Embedded – Staff apply relational, restorative, and de-escalation strategies confidently. Stronger Whānau & Community Partnerships – Greater collaboration with families, parishes, and external agencies. Data-Driven Growth – Attendance, referrals, and wellbeing surveys show positive trends <i>Regulation 9(1)(d)</i></p>																			
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Increase regular attendance rates across all Year levels	SLT, Attendance officer, HoH	<p>Personnel- a dedicated attendance team to monitor, track and respond to attendance challenges.</p> <p>Budget for incentives and recognition of improved attendance</p> <p>Time to collaborate with external agencies</p> <p>Funding for Kamar PLD re attendance</p>	2025 and beyond	<p>Increased Attendance Rates – Comparing term-by-term attendance data.</p> <p>Reduction in Chronic Absenteeism – Fewer students below 90% attendance.</p> <p>Student & Whānau Feedback – Surveys indicate improved attitudes towards school attendance.</p> <p>Engagement & Achievement Gains – Higher participation in learning, leading to improved outcomes.</p> <p>Effective Follow-Up Processes – Timely interventions lead to more students returning to regular attendance.</p>
Increased participation in faith formation programmes	SLT, DRS	<p>Dedicated Personnel – DRS (Director of Religious Studies), and faith leaders to coordinate and facilitate programmes.</p> <p>Time Allocation – Scheduled time within the school timetable for faith formation activities.</p> <p>Engaging Resources – Modern, student-friendly faith-based materials, including digital tools, prayer books, and scripture guides.</p> <p>Guest Speakers & Retreat Leaders – Budget for external facilitators to inspire and engage students.</p> <p>Retreats & Reflection Days – Funding for venue hire, transport, and materials for meaningful experiences outside the classroom</p> <p>Caritas, Young Vinnies teams and external organisation support</p>	2025	<p>Higher Participation Rates – Increased student engagement in retreats, liturgies, prayer groups, and service projects (tracked through attendance records).</p> <p>Student & Whānau Voice – Surveys and reflections show students feel more connected to their faith and see its relevance in daily life.</p> <p>Increased Student Leadership in Faith – More students actively leading prayers, liturgies, and faith-based initiatives.</p> <p>Stronger Parish & Whānau Engagement – Increased participation from families and parish members in school faith events.</p> <p>Integration of Faith in Learning – Evidence of Catholic Social Teaching and faith-based discussions embedded across subjects.</p> <p>Teacher & Staff Feedback – Educators report greater confidence in delivering faith formation activities and integrating them into learning.</p> <p>Positive Impact on Wellbeing & Values – Students demonstrate a stronger sense of service, justice, and belonging, aligning with Catholic values</p>

<p>Increase participation and enjoyment of Physical Wellbeing programme- Taha Tinana and Hauora lessons</p>	<p>HoD Hauora TiC Taha Tinana</p>	<p>Budget and staffing to ensure dedicated Personnel – Taha Tinana teachers, Hauora coordinators, and guest facilitators to deliver engaging sessions and resource as needed. Timetabled Lessons – Regular, structured Hauora and Taha Tinana lessons embedded in the curriculum. Whānau & Community Engagement – Partnerships with local sports clubs, health professionals, and community wellness providers. Budget for Incentives & Challenges – School-wide participation challenges, awards, and recognition for commitment to wellbeing</p>	<p>2025</p>	<p>Higher Student Engagement – Increased participation in Taha tinana, fitness activities, and Hauora lessons (tracked through attendance and student feedback). Student & Whānau Voice – Surveys show students feel more confident in managing their physical health and wellbeing. Improved Fitness & Health Outcomes – Assessments show progress in fitness levels, coordination, and healthy habits. Stronger Wellbeing Culture – Greater student involvement in wellness initiatives, peer support, and leadership in Hauora activities. Sustained Participation – Continued engagement across all year levels, ensuring long-term commitment to physical wellbeing</p>
<p>Support the growth of cultural pride and acceptance of cultural differences at Chanel College.</p>	<p>Principal Social Committee</p>	<p>Staffing allocation used effectively to support workload Time to meet with wellbeing buddies Wellbeing budget line</p>		<p>Student Engagement: Increased student participation in cultural activities and events (e.g., Māori Language Week, Pasifika performances, migrant cultural festivals, and heritage events). Student Feedback: Surveys or focus groups to gauge students' sense of pride and connection to their cultural identities, particularly among migrant groups, and how they feel supported in the school environment. Teacher Feedback: Staff surveys and reflections on their ability to integrate cultural practices and teachings from Māori, Pasifika, and migrant cultures in their classrooms. Wellbeing Data: Improved student wellbeing indicators, with particular focus on Māori, Pasifika, and migrant students, as measured by regular wellbeing surveys. Whānau and Community Involvement: Increased involvement from whānau and community members, including migrant families, in school events and initiatives, as reflected in attendance and feedback.</p>
	<p>SLT, Whanau Advisor groups- Maori, Pasifika, Migrant, in School team</p>	<p>Professional Development: Workshops or training sessions on cultural competence for staff, focusing on Māori, Pasifika, and migrant cultures, and how to integrate them into teaching and pastoral care. Guest Speakers/Community Engagement: Inviting local Māori, Pasifika, and migrant community leaders, elders, and representatives to speak at school events or participate in cultural programs. Cultural Celebrations/Events Budget: Funds for organizing cultural heritage weeks, feasts, performances, and other activities that celebrate cultural pride across all cultures, including migrant groups.</p>		

Support Staff Wellbeing through managing workloads, wellbeing strategies, wellbeing buddy systems and social events.

Leadership and Role Models: The development of student leaders who actively promote and celebrate cultural identity and pride, including leadership roles for migrant students who share and celebrate their cultures.

Workload Management & Balance
Staff surveys indicate improved perceptions of workload balance.
Reduction in sick leave or burnout-related absences.
Staff retention rates remain stable or improve.

Wellbeing Strategies & Buddy System
Increased engagement in wellbeing initiatives (e.g., buddy system participation).
Positive feedback from staff on access to support and feeling valued.
Staff self-report higher wellbeing and job satisfaction in check-ins or pulse surveys.

Social Events & Team Culture
High attendance and participation in organised social events.
Staff voice feedback shows a strong sense of connection and morale.
Increased collaboration and positive relationships across teams

Strategic Goal Three: MARAUTANGA/CURRICULUM; Develop an engaging and inspiring curriculum that is learning and learner centred, leading to morally and ethically responsible ākonga

Annual Target/Goal:
 Design and implement a learner-centred curriculum that fosters engagement, critical thinking, and ethical responsibility, ensuring ākonga develop the knowledge, values, and skills to navigate the world with integrity and purpose
Regulation 9(1)(a)

What do we expect to see by the end of the year?
 Engaging, Learner-Centred Curriculum – Students actively involved in their learning through inquiry, project-based learning, and real-world applications aligned with Catholic values.
 Ethical & Moral Decision-Making – Ākonga demonstrate an understanding of Catholic Social Teachings, applying values such as service, justice, and dignity in their daily actions and learning.
 Student Voice & Agency – Increased opportunities for ākonga to have input into their learning, reflecting engagement and ownership of their educational journey.
 Improved Learning Outcomes – Evidence of progress in academic achievement, particularly in literacy, numeracy, and critical thinking skills, through assessment data and student work samples.
 Culturally Responsive Teaching – Learning reflects and values Te Ao Māori, Pasifika perspectives, and diverse cultural backgrounds, ensuring inclusivity and belonging.
 Faith in Action – More students actively participating in service projects, social justice initiatives, and faith formation activities, demonstrating Gospel values in practical ways.
 Staff Confidence & Collaboration – Teachers effectively implementing innovative teaching strategies and working together to create engaging learning experiences.
 Whānau & Community Involvement – Stronger partnerships between home, school, and parish, with increased engagement in school events, learning discussions, and service initiatives

Regulation 9(1)(d)

Actions <i>[Detail the key actions you'll take this year to reach your annual target listed above.]</i> <i>Regulation 9(1)(b)</i>	Who is Responsible? <i>Regulation 9(1)(c)</i>	Resources Required <i>Regulation 9(1)(c)</i>	Timeframe <i>[This is optional but is useful to help with your planning.]</i>	How will you measure success? <i>[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.]</i> <i>Regulation 9(1)(d)</i>
Implement Te Mātaiaho and NCEA changes, ensuring a knowledge-rich, culturally responsive curriculum.	DPs- Junior and Senior HoLAs	Budget- resources, PLD	2025	Implementation of Te Mātaiaho & NCEA Changes Curriculum plans and assessment schedules reflect Te Mātaiaho and NCEA updates. Evidence of culturally responsive teaching in lesson observations and student work. Staff and students demonstrate increased confidence in new curriculum content.
Embed Catholic Social Teachings and Te Ao Māori and Pasifika worldviews into learning.	DP's Junior and Senior DRS TIC Māori	Time for lead staff to support others	2025	Embedding Catholic Social Teachings & Te Ao Māori/Pasifika Worldviews Integration evident in unit plans, classroom practice, and student projects. Student voice and engagement data show greater connection to faith and identity. Whānau, iwi, and parish partnerships are actively informing learning experiences

Strengthen structured literacy, numeracy, and assessment literacy using e-asTTle, PATs, and progressions	Literacy Lead HoLAs	Regionally funded PLD MU or MMA to fund Literacy Lead	2025 and beyond	Growth in e-asTTle, PAT, and progression data across all year levels. Teachers use data-driven practices to inform teaching (evidenced in PLD reflections and lesson plans). Increased student participation in targeted literacy and numeracy support Curriculum teams document the procedures for the delivery of Literacy and Numeracy .
Review and Evaluate the Year 10 Kaupapa Programme (contextualised Learning programmes)	DP Junior HoLAs	Budget- allocated to Learning Areas to support highly engaging programmes	2025	Student achievement and engagement data used to inform programme improvements. Staff, student, and whānau feedback gathered to evaluate effectiveness. Adjustments made to ensure the programme meets learning and well-being needs
Implement NCEA co-requisites PLD for literacy and numeracy, ensuring students are well-prepared for national assessment changes.	HoLA's Principal's Nominee	Time for PLD Resources	2025	Implementation of NCEA Co-Requisites for Literacy & Numeracy Pass rates for literacy and numeracy co-requisites show improvement. Students have multiple opportunities to sit assessments and show progress. Targeted interventions lead to fewer students at risk of not meeting co-requisites.
Strengthen assessment literacy among teachers by using e-asTTle, PATs, and progressions to track student growth and inform teaching	Literacy & Numeracy Leads	MUs or MMAs for Lead staff		Strengthening Teacher Assessment Literacy Teachers demonstrate confidence in using e-asTTle, PATs, and progressions to inform instruction. PLD sessions result in improved data analysis and teaching adjustments. Moderation practices ensure consistent assessment judgments across departments
Streamline assessment practices from Years 7-10 to ensure cohesive teaching practice that deliberately and consistently meets the needs of all learners and we achieve our goal of creating a seamless Yr 7-13 curriculum	SLT HoLAs	MUs and MMAs to staff personnel to oversee assessment PLD Budget to fund		Assessment Consistency & Alignment – Clear, progressive framework linking Years 7-10 to NCEA, with improved moderation consistency across year levels. Student Progress & Equity – Data shows strong literacy, numeracy, and subject-specific growth, with Māori, Pasifika, and diverse learners achieving equitably. Readiness for NCEA – Student feedback confirms understanding of assessment expectations; fewer gaps in learning reported by teachers. Teacher Practice & Collaboration – Increased teacher confidence in assessment and cross-year collaboration in planning and moderation.

<p>Review and analyse the use of Learning support staff (Learning Support Facilitators) to ensure that the Boards investment is value added for learners.</p>	<p>SLT HoLA Learning Support HoLA's</p>	<p>Time- Head of Learning Support to review how Learning Support Facilitators are being used to add value to class learning programmes.</p>	<p>Balanced Assessment Approach – Fewer summative assessments without compromising learning, with greater use of common assessment tools. Improved Transition & Retention – More students staying through Year 11-13, with Year 10s feeling well-prepared for NCEA Improved Outcomes – Data shows measurable progress in literacy, numeracy, and key curriculum areas for supported students. Reduced Learning Gaps – Fewer students performing below expectations, with smoother transitions into senior school and NCEA. Effective Use of LSFs-Targeted & Equitable Support – LSFs are deployed where they have the most impact, with priority learners receiving equitable access. Strategic Time Use – Majority of time spent on high-impact activities (e.g., co-teaching, structured interventions). Teacher & Student Feedback-Teacher Collaboration – Staff report LSFs enhance learning and support inclusive practices. Student & Whānau Voice – Learners feel more confident, engaged, and supported; parents see positive impact. Value for Investment; Cost-Benefit Alignment – Funding leads to clear academic and well-being improvements. Flexible Deployment – LSF roles adapt based on evolving student needs to maximize effectiveness.</p>
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