

2026 Annual Plan- Chanel College



The graphic features a dark blue background with a repeating geometric pattern. On the left, the Chanel College crest is at the top, followed by the text '2025 FOCUSES'. Below this are three sections: 'MISSION MIHANA' with a description of the college's commitment to nurturing students; 'VISION MATAKITE' with a goal of growing confident, connected, future-ready Catholic citizens; and 'MOTTO TO TATOU PEPEHA' with the motto 'All through Christ.' On the right, three horizontal bands are stacked. Each band has a title in maroon and white text, a description in white text, and a circular maroon icon. The first band is 'WELLBEING HAUORA' with an icon of hands holding a heart. The second is 'LEADERSHIP RANGATIRATANGA' with an icon of a hand holding a cross. The third is 'CURRICULUM MARAUTANGA' with an icon of an open book with a cross above it.

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 TATOU PEPEHA
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.

Strategic Priority 1: Wellbeing / Hauora

Strategic Aim: 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.

Annual Targets:

- Attendance improves by +3%
- Chronic absenteeism reduces by 20%
- Stand-downs/suspensions reduce by 15%
- 85%+ of students report belonging
- 80%+ of students report feeling safe

Key Actions	Who is responsible	Timeframe	Measures of Success	Resources/Budget Implications
Implement attendance improvement plan targeting chronic absenteeism.	DP Pastoral (AS)DP responsible for Attendance (NB) Heads of House, Atawhai Teachers	Terms 1–4	Attendance improves by 3%; chronic absenteeism reduces by 20%.	Attendance officer hours; attendance incentives budget.
Strengthen pastoral referral systems and follow-up processes.	DP Pastoral (AS) Guidance Team	Term 1	Clear process implemented; staff feedback indicates improved consistency.	Staff training time.
Deliver wellbeing education programmes (resilience, relationships,	Guidance Team, Health Teachers	Terms 2–4	Student survey results show improved wellbeing indicators.	Programme resources; external providers if required.

digital wellbeing).				
Strengthen restorative practice approach across the school.	DP Pastoral, SLT	Terms 1–4	Reduced Stand Down/Suspension rates and fewer repeated incidents.	Restorative PLD costs.
Strengthen belonging and cultural identity supports for Māori, Pacific and migrant learners.	Kaiārahi Māori team, Pasifika and Migrant Student Ambassadors, SLT	Terms 1–4	Māori/Pacific/Migrant attendance improves by 3%; student voice indicates stronger belonging for all cultural groups.	Cultural events budget; community liaison support.
Develop student leadership in wellbeing and peer support programmes.	Guidance Team, Student Leaders	Terms 2–4	Increased student participation; peer support programme established.	Training resources; leadership camp costs.

Strategic Priority 2: Leadership / Rangatiratanga

Strategic Aim: 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.

Annual Targets:

- 100% staff PGC completion and sign off aligned to Teaching Standards
- 50% staff participation in peer observation/coaching model (HoLAs & HoHs)

- Student leadership participation increases by 10%
- More staff leadership opportunities created and accepted.

Key Actions	Who is responsible	Timeframe	Measures of Success	Resources/Budget Implications
Develop annual PLD plan aligned with literacy, assessment, culturally responsive practice.	Principal, DP Curriculum	Term 1	PLD plan published and reviewed termly.	PLD funding allocation; MOE PLD support.
Strengthen middle leadership through coaching and inquiry cycles.	Principal, SLT	Terms 1–4	All middle leaders complete inquiry and report outcomes.	Release time for middle leaders.
Strengthen appraisal process aligned with Teaching Standards and school goals.	Principal, DP Curriculum	Terms 2–4	100% appraisal completion; evidence of growth documented.	Appraisal release time.
Implement peer observation and coaching programme.	DP Curriculum, HODs	Terms 2–4	90% staff participation in peer observations.	Staff release time.
Strengthen student leadership development pathways.	DP Pastoral, Student Leadership Coordinator	Terms 1–4	Participation increases by 10%; student leadership survey improved.	Leadership camp/training budget.

Strategic Priority 3: Curriculum / Marautanga

Strategic Aim: Develop an engaging and inspiring curriculum that is learning and learner centred, leading to morally and socially responsible ākonga.

Annual Targets:

- Level 1 pass rate: 90%
- Level 2 pass rate: 95%
- Level 3 pass rate: 95%
- University Entrance: 75%
- Increase Merit/Excellence endorsements at all levels
- Junior Literacy/Numeracy targets achieved (Years 8–11)

Key Actions	Who is responsible	Timeframe	Measures of Success	Resources/Budget Implications
Establish cohort tracking system (Years 8–13, NCEA and UE) and identify priority learners early in Term 1	Principal, DP Curriculum Jnr & Senior, HoLAs	Term 1 Weeks 1–5	Priority learner lists completed; tracking spreadsheet updated termly.	Time allocation for data analysis; possible SMS tracking upgrade.
Implement termly NCEA credit monitoring and intervention meetings.	DP Snr Curriculum, Heads of House & Atawhai Teachers	Terms 1–4	Fewer students “at risk” by Term 3; improved credit completion.	Release time for meetings; mentoring resources.

Implement targeted literacy and numeracy support Years 8–11 aligned to PAT/e-asTTle and CAA readiness.	HoLAs, HoLA English, HoLA Mathematics, SENCO, Junior Integrated Lead	Terms 1–4	80% of targeted learners show accelerated progress; improved junior achievement data.	Literacy/numeracy resources; PLD funding; teacher aide support.
Strengthen formative assessment practices schoolwide (feedback/feedforward, success criteria).	DP Curriculum, Middle Leaders	Terms 1–2	Walkthroughs show 80%+ consistency across classrooms.	PLD facilitator costs; staff meeting time.
Gather student voice on curriculum engagement and implement improvements.	DP Curriculum Jnr & Senior, Student Council	Terms 3–4	Student voice data collected; at least 2 changes actioned.	Survey tools; student leadership support.

Approved by Board of Trustees: _____