

2026 Annual Plan- Chanel College



The graphic is a vertical banner with a dark blue background on the left and a light blue background on the right. The left side features the Chanel College logo (a shield with 'CHANEL' and '2025' above 'FOCUSES') and three sections: 'MISSION MIHANA', 'VISION MATAKITE', and 'MOTTO TO TATOU PEPEHA'. The right side features three horizontal bands, each with a title and a description, accompanied by a circular icon. The icons are: hands holding a heart, a hand holding a cross, and an open book with a cross.

CHANEL 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
Support ākonga to engage, participate and grow in faith, through the sacraments.	DRS, Parish Priests	Terms 2-4	Increased participation in Sacramental Programme	Time for DRS, Resources and time with Parish Priest.
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	Staff training time.

			improved consistency.	
Deliver wellbeing education programmes (resilience, relationships, digital wellbeing).	Guidance Team, Health Teachers	Terms 2–4	Student survey results show improved wellbeing indicators.	Programme resources; external providers if required.
Strengthen restorative practice approach across the school and review current Pastoral processes to ensure they are centred in our Catholic faith and values.	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
Grow the leadership skills of the Senior leadership team to be centred in the beliefs and leadership priorities aligned to the Catholic faith.	Principal, ADW Leadership Advisor	Terms 1-4	SLT lead in a Catholic centric manner that supports faith formation, encounter with Christ and Catholic leadership approach.	Time for SLT to access termly PD with ADW Leadership Advisor
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 ākongā.

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
Review the RE programme from 7-13 and gather voice from ākongā on how this curriculum area directly supports their faith formation.	Principal, DRS, HoLA RE	Terms 2 & 3	Students voice, observations, evidence of changes actioned if required.	Survey tools, time for analysis.
Establish cohort tracking system (Years 8–13,	Principal, DP Curriculum Jnr & Senior, HoLAs	Term 1 Weeks 1–5	Priority learner lists completed; tracking	Time allocation for data analysis; possible SMS

NCEA and UE) and identify priority learners early in Term 1			spreadsheet updated termly.	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: *after review and updating on Tuesday 12th March 2026