

STRATEGIC OBJECTIVE ONE

Ensure Catholic Character is Embedded, Valued and Visible

CATHOLIC COLLEGE

Strategic Goals

NELP 1.1, 1.2

1. Continue to develop knowledge and understanding of Trinity Values and Charism education (Dominican, Mercy, and Edmund Rice)
2. Evidence-based and timely pastoral programmes implemented
3. Recommendations completed from the 2023 [external special character evaluation](#)
4. Ensure an annual sacramental programme for students is available and calendared
5. Restorative professional development to ensure this is embedded schoolwide
6. Inclusion and support of our ethnically diverse learners; meeting their needs
7. Tūturu developed to be implemented school wide with connections embedded within Tō Tātou Whakapono - Our Faith curriculum

Ongoing 2024 2025

Key Improvement Strategies Goal 1.1

Continue to develop knowledge and understanding of Trinity Values and Charism education (Dominican, Mercy, and Edmund Rice)

- a) Staff professional development day; tour of significant site Dunedin and Mosgiel. Speakers from the Mercy and Dominican Orders. Support from Matua Lucas (stories of places and names of Māori importance), Chaplain and ex-DRS
- b) Edmund Rice, St Dominic, Catherine McAuley – Feast Days celebrated with a focus on charism; house prefect leadership and decision making encouraged; join with contributing schools of the same religious order
- c) Engage with ERN events and activities: ERN Leadership Retreat; ERN conference; ERN schools gathering term 2

Visibility of college values in pictorial form around the college. Review traditional values posters. Look for other opportunities for the values to be visible on property eg signage

Monitoring and Evaluation

Monitoring: Calendar events, Visual evidence of values

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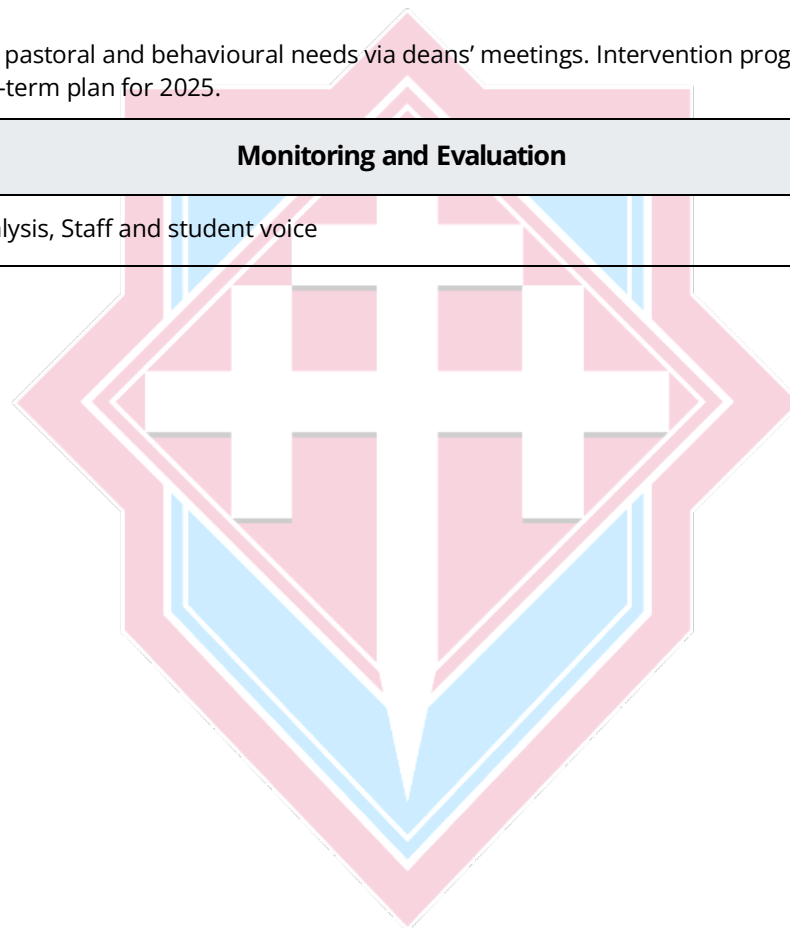
Key Improvement Strategies Goal 1.2

Evidence-based and timely pastoral programmes implemented

- a) Tier One - Preventative: Use longitudinal Wellbeing@School survey data, along with pastoral team wisdom and pastoral data to determine the placement of specific age-appropriate pastoral foci programmes. Use information to create a long-term plan for each year group. To be delivered by kaiārahi with the support of deans, SLT, Principal via pastoral times, forums and assemblies, linking to RE programmes where appropriate.
- b) Tier Two – Emergent and Responsive: Monitor pastoral and behavioural needs via deans’ meetings. Intervention programmes to be put in place as required. Record of these interventions used to review the pastoral long-term plan for 2025.

Monitoring and Evaluation

Monitoring: Deans’ meetings, Pastoral records and analysis, Staff and student voice



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Key Improvement Strategies Goal 1.3

Recommendations completed from the 2023 External Evaluation

Te Tūtaki Ki A Te Karaiti - Encounter with Christ

• There is a keenness within ākongā to see prayer life further developed. One such initiative proposed is the formation of a liturgy committee to support the DRS team. A periodic evaluation of prayer life across the college with a focus on the richness of prayer in its various forms would also ensure its continued impact.

Te Whakatupu Mā Te Mātauranga - Growth in Knowledge

- Take steps to ensure that the integration of Religious Education does not compromise its high status or the effectiveness of its outcomes and that there is an effective tracking system in place for coverage. The implementation of Tō Tātou Whakapono – Our Faith, might present an opportunity to ensure that the required content hours are being met.
- Provide the board with information and data from other than NCEA year groups. The board requires regular information about Religious Education progress from the year 7-9.
- It would be timely to once again capture student voice and gain an accurate picture of how explicit the Religious Education experience is for ākongā.

Te Kaitiakitanga me te Whakapakari I te Tuakiri Katorika - Safeguarding and Strengthening Catholic Special Character

- Continue to refine the internal evaluation process to ensure that the methodology used is manageable and continues to be meaningful for growth and development.
- Continue to follow up with caregivers to ensure that the category of preference enrolment (5.1 – 5-5) is verified with the parish priest or delegated representative.
- Proprietor's appointees to prepare and submit their annual report to the bishop independently of the internal evaluation process. (Ref: 2020 Handbook for Boards of Trustees of New Zealand Catholic State-Integrated Schools – Pg 40: Compliances)

Monitoring and Evaluation

Monitoring: At termly Board Special Character meetings; at fortnightly DRS meetings

Hei ākongā mā te Karaiti

Key Improvement Strategies Goal 1.4

Ensure an annual sacramental programme for students is available and calendared

- a) Staff member delegated to coordinate the sacramental programme within school, with the support of the college chaplain
- b) Letter of invitation sent to all families term one
- c) Response yet to be determined; envisaged that numbers will determine the programme timing and placement within the school week
- d) Ensure that student preference status is updated on Edge after sacraments are made

Monitoring and Evaluation

Monitoring: Sacramental programme in place and reported on to Principal

Ongoing 2024 2025

Key Improvement Strategies Goal 1.5

Restorative professional development to ensure this is embedded schoolwide

- a) Engage Rich Matla (restorative PB4L) for professional development throughout the year: new deans and new staff; staff development refresh
- b) Train senior students and year 9 leaders to run mini restoratives (student mediators)

Monitoring and Evaluation

Monitoring: PLD recorded, Staff voice, Student voice, Pastoral data

Hei ākonga mā te Karaiti

2024

Key Improvement Strategies Goal 1.6

Inclusion and support of our ethnically diverse learners; meeting their needs

- a) Establish twice yearly Filipino and Indian community evenings; use relevant community support people eg Filipino chaplain, Malayalam bi-lingual support worker (Kāhui ako)
- b) Student led international friendship group established; will benefit both international and domestic students recently enrolled
- c) Ensure pastoral programmes and student led initiatives have a focus on inclusion and belonging
- d) English Language Learners have adequate opportunity for ESL with specific monitoring of academic progress within classes. This will be identified by deans and relevant interventions put in place after discussion with HOD ESL

NB Ethnically diverse learners are also known as CALD - Culturally and Linguistically Diverse Learners

Monitoring and Evaluation

Monitoring: College calendar, student wellbeing voice, ELL progress and achievement

2024

Key Improvement Strategies Goal 1.7

Tūturu developed to be implemented school wide with connections embedded within Tō Tātou Whakapono - Our Faith curriculum

Revisit the Tūturu units and look for integration into learning areas. Staff learning re purpose and link to college values. Purposeful links to be made to RE curriculum.
Staff member appointed to oversee the coordination and implementation of Tūturu.

Monitoring and Evaluation

Monitoring: Evidence in curriculum units, TIC report to Deans' meeting

Hei ākongā mā te Karaiti

STRATEGIC OBJECTIVE TWO

Excellence in Learning

CATHOLIC COLLEGE

NELP 1.2 2.3 2.4 3.5 4.7

Strategic Goals

8. Implement new NCEA Level 1 learning and achievement standards
9. Review the impact of the revised NCEA Level 1 on the current year 10 academic programme
10. Ensure year 7-9 learning programmes contribute to literacy and numeracy corequisite success at year 10
11. Review school wide careers and transition programmes linking to the world of work and further study
12. Provide learning that ensures equity for all learners, including culturally, ethnically, and neuro diverse learners
13. Māori and Pacific Peoples action plans to be developed, refined after consultation, and implemented

2024

Key Improvement Strategies Goal 2.1

Implement new NCEA Level 1 learning and achievement standards

(See Appendix for NCEA and UE Targets)

- a. Support the implementation of the new NCEA Level 1 achievement standards.
- b. Gain student and staff voice about the value of less credits across the year.
- c. Identify systems that will need to change due to NCEA Level 1 credit changes (eg centurion awards)

Monitoring and Evaluation

Monitoring: NCEA Level 1 progress, Progress in moving forward with the year 10 curriculum review, Change in necessary systems L1 NCEA, Student, staff and whanau voice as appropriate

Progress and Evaluation:

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Key Improvement Strategies Goal 2.2

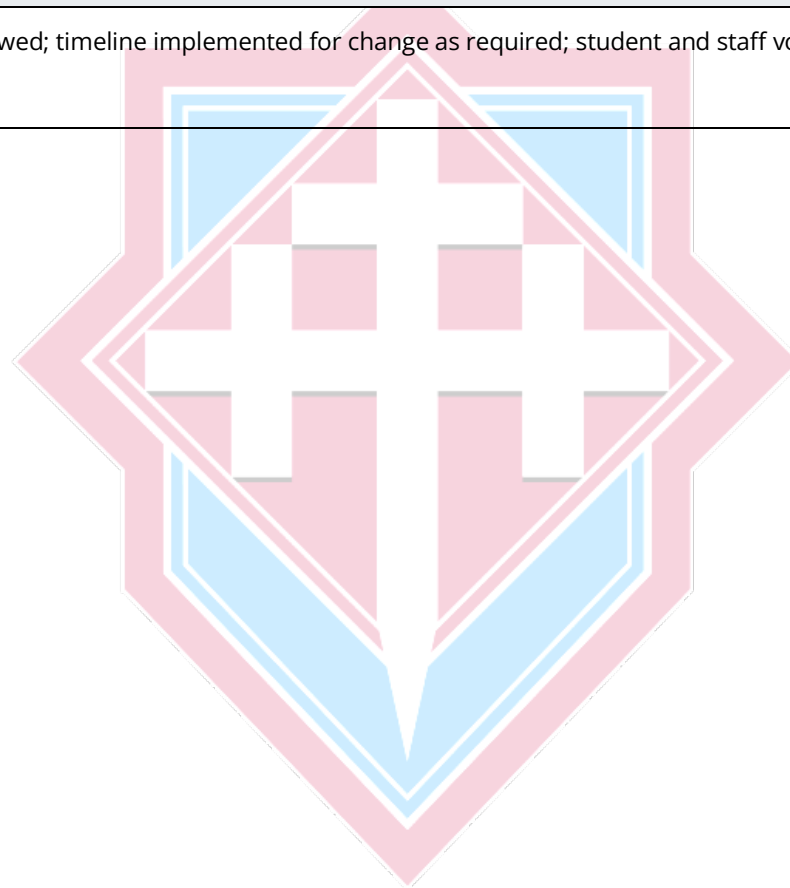
Review the impact of the revised NCEA Level 1 on the current year 10 academic programme

- a. Work with HODs and TICs to review the year 10 curriculum programme
- b. Monitor the achievement of learners in the NCEA co-requisite reading, writing and maths exams, and review intervention programmes accordingly

Monitoring and Evaluation

Monitoring: Curriculum programmes for year 10 reviewed; timeline implemented for change as required; student and staff voice; NCEA co-requisite data

Progress and Evaluation:



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Key Improvement Strategies Goal 2.3

Ensure year 7-9 learning programmes contribute to literacy and numeracy corequisite success at year 10

LITERACY

- a. Literacy World (7-9) will have a focus on skills required for the co-requisite reading and writing standards
- b. Increase close reading of poetry and prose; using writing prompts of a visual and verbal format
- c. Extension opportunities to be more flexible at Year 9 (timetable allowing)
- d. Consistent approach to essay writing for all departments
- e. Focus on spelling, to support literacy at 7-9, through the use of the iDeal Structured Literacy approach
- f. Alignment of all classes at each level for literacy, allowing for flexible groupings, determined by student's stage and progress
- g. Use of e-asTTle for reading, PaCT for writing in Years 7-9, e-asTTle writing in Year 10
- h. Trialling e-asTTle for some writing tasks in Year 8
- i. Structured Literacy training for staff working in 7-9 area

MATHS

- a. Improve support for the Maths World programme
- b. A common numeracy practice resource book for all teachers
- c. Linking probability via instructional teaching to fractions, percentages and decimals
- d. Employing more responsive diagnosis-and-action cycles: eg from e-asTTle and common tests to interventions
- e. Ensuring time allocation is five hours per week; reviewing the allocation of maths world to integrated maths learning
- f. Using the PD focus on formative assessment via instructional coaching to focus on strengthening teacher practice

Strengthening Year 10 numeracy to increase success in co-requisite exams; resources and intervention will be put in place to allow this to happen

Monitoring and Evaluation

Monitoring: Reading, writing and maths data monitored. E-asTTle used to determine progress and next steps for teaching

Progress and Evaluation:

Hei ākonga mā te Karaiti

Key Improvement Strategies Goal 2.4

Review school wide careers and transition programmes linking to the world of work and further study

- a. Review current careers programmes using staff and student voice, and full internal review of careers and transition programmes
- b. Review transition programmes

Use information to ensure fit for purpose senior curriculum programmes

Monitoring and Evaluation

Monitoring: Recommendations from the review implemented as required

Progress and Evaluation:

Ongoing 2024 2025

Key Improvement Strategies Goal 2.5

Provide learning that ensures equity for all learners, including culturally, ethnically, and neuro diverse learners

This connects primarily to the work done in the Excellence in Teaching Goals, as well as goals 2.1, 2.2, 2.3, 2.6
In 2025, a review will be done of learning support to ensure neuro diverse learning programmes and systems are fit for purpose

Monitoring and Evaluation

Monitoring: Progress and achievement of learners whose needs have not previously been met

Progress and Evaluation:

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Key Improvement Strategies Goal 2.6

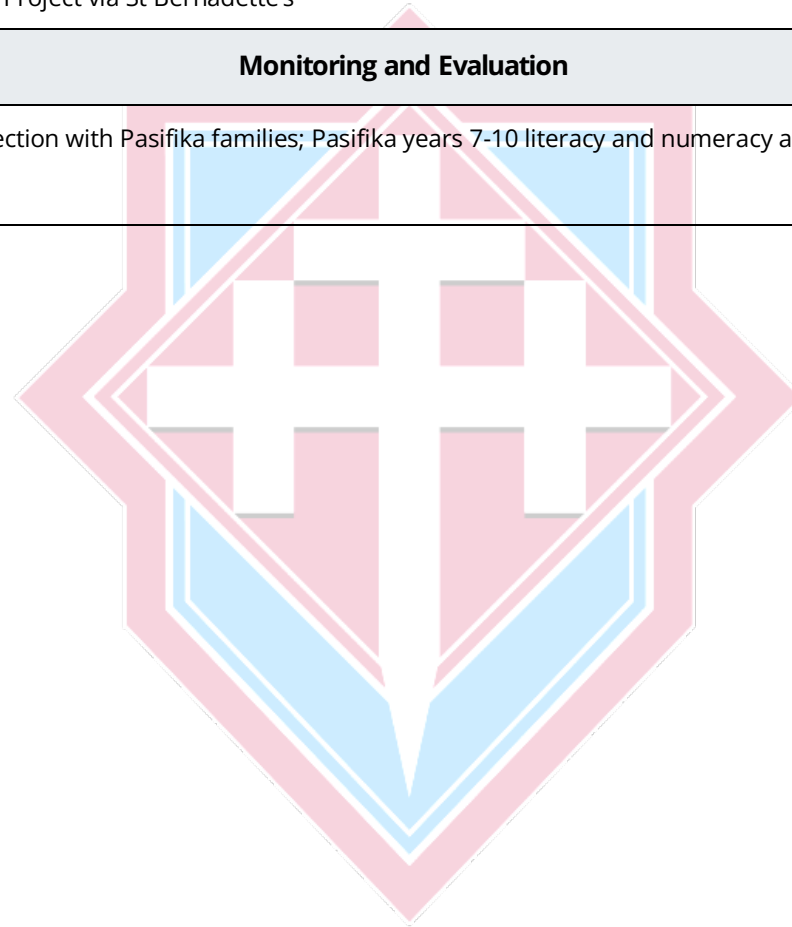
Māori and Pacific Peoples action plans to be developed, refined after consultation, and implemented

- e) Māori and Pasifika whānau classroom to be developed; all Māori and Pasifika learners invited to be part of pastoral class
- f) Māori learner action plan developed with whānau
- g) Establish a Pacific Peoples advisory group; Action plan co-constructed with the community
- h) Leadership representation in Pacific Research Project via St Bernadette's

Monitoring and Evaluation

Monitoring: Student and family voice; improved connection with Pasifika families; Pasifika years 7-10 literacy and numeracy achievement shows accelerated progress

Progress and Evaluation:



Hei ākongā mā te Karaiti

STRATEGIC OBJECTIVE THREE

Excellence in Teaching

CATHOLIC COLLEGE

Strategic Goals

NELP 1.2 2.3 3.5 3.6

- 14. Ensure a shared understanding of our local curriculum
- 15. Development of Maturanga Māori within learning programmes (in preparation for the refreshed curriculum and new NCEA standards)
- 16. Create a shared understanding and implementation of best practice pedagogy
- 17. Support middle leaders to grow the professional capabilities within their learning areas
- 18. Ensure the effective use and analysis of data to raise achievement throughout the college
- 19. Progress the implementation Te Mātaiaho and the new RE curriculum

Ongoing 2024 2025

Key Improvement Strategies Goal 3.1, 3.2

Ensure a shared understanding of our local curriculum

Development of Maturanga Māori within learning programmes (in preparation for the refreshed curriculum and new NCEA standards)

- a. Determine a shared agreement about our local curriculum; co-construction by staff
- b. Departments to audit curriculum units and teaching programmes to ensure local curriculum and maturaanga Māori are present in learning
- c. Provide ongoing professional development and resources to support local curriculum and maturaanga Māori development in teaching units as required

Monitoring and Evaluation

Monitoring: Through HODs/TICs meetings with SLT, Effectiveness Reports 2025

Progress and Evaluation:

Hei ākongā mā te Karaiti

Key Improvement Strategies Goal 3.3, 3.4, 3.5

Create a shared understanding and implementation of best practice pedagogy
 Support middle leaders to grow the professional capabilities within their learning areas
 Ensure the effective use and analysis of data to raise achievement throughout the college

- a. Assessment for Learning Framework used as the platform for professional development
 - o ASL and WSLs to guide and deliver professional learning and support for staff
 - o Professional learning delivered through the Kāhui Ako PLD hours (tbc)
- b. Ongoing mentoring by SLT with groups of HODs/TICs according to a termly plan
- c. Use effectiveness reports 2023/24 to determine data analysis needs and provide support with software and PLD
- d. Agreed plan for tracking of learning progress years 7-10

Use information to identify learners in need of acceleration; put intervention support in place and monitor progress

Monitoring and Evaluation

Monitoring: Through HODs/TICs meetings with SLT, Effectiveness Reports 2025, data analysis, student and staff voice and teaching observations

Progress and Evaluation:

2024

Key Improvement Strategies Goal 3.6

Progress the implementation Te Mātaiaho and the new RE curriculum

- a. Junior DRS in place to implement and resource year 7-9 staff to gain knowledge of the new RE curriculum
- b. Attend Diocese wide PD as appropriate
- c. Attend the NZ Catholic Convention with a focus on gaining and sharing knowledge of the new RE curriculum
- d. Literacy and Maths implementation of Te Mātaiaho 2025
 - o Support English and Maths staff with Ministry PD
 - o Use the Kāhui Ako as a resource to gain knowledge of Te Mātaiaho

Resource HODs and relevant staff as required in Term Four to ensure readiness for implementation in 2025

Monitoring and Evaluation

Monitoring: SLT/HOD meetings to determine needs, Fortnightly DRS meetings, Curriculum long term plans ready for 2025 implementation

Progress and Evaluation:

STRATEGIC OBJECTIVE FOUR

Connect our Past and Present to provide a Future of Excellence

Strategic Goals

- Continue to grow our performing arts to be the best in Dunedin and surrounds for young people from years 7-13 (*monitor for 2025 action as required*)
- Continue to grow our sports to be locally and regionally competitive by developing and implementing a five-year strategic plan
- Creation of our cultural narrative (this is happening via the Dunedin Catholic Schools Kāhui Ako) (*use the cultural narrative for college nme in te reo, and to support the development of the whānau room*)
- Develop opportunities for alumni connection
- Buildings and Assets development programme reviewed
- Continue to develop and nurture connections with our Catholic community (*monitor for 2025 action as required*)
- Trinity's International Student programme is resourced and sustainable

2024 - 2028

Key Improvement Strategies Goal 4.2

Continue to grow our sports to be locally and regionally competitive by developing and implementing a five year strategic plan

- a. Strategic plan will be developed using input from stakeholders
- b. Plan created to enhance sporting facilities within the campus
- c. Plan for the raising of funds to achieve both of the above goals
- d. Ongoing support and planning to continue raising the profile of three traditional sports: netball, rugby and cricket

Monitoring and Evaluation

Monitoring: Via the sports strategic plan, Resource committee meetings, Reporting on growth and success of sports teams and codes during 2024 & 2025

2024

Key Improvement Strategies Goal 4.4

Develop opportunities for alumni connection

- a. Establish a steering group to develop a strategy to reconnect with alumni
 - o Meet with St Kevin's to discuss the plan they have recently used to establish an alumni database
- b. Database begun; seed funding acquired to resource the time required to do this
- c. Provide initial opportunities and events to connect with alumni

Monitoring and Evaluation

Monitoring: Strategy created, Financial and human resource available to progress plan, Events organised for connection opportunities

2024

Key Improvement Strategies Goal 4.5

Buildings and Assets development programme reviewed

- a. In association with the Diocese, long term maintenance plans to be put in place for Dominican Block and Gymnasium
- b. Asset replacement plan reviewed; digital technology resources reviewed, and upgrades planned

Monitoring and Evaluation

Monitoring: Maintenance and development plans confirmed with the Diocese, Budget 2025 reflects plans, Asset replacement plan reviewed, in place for 2025 and reflected in the 2025 budget

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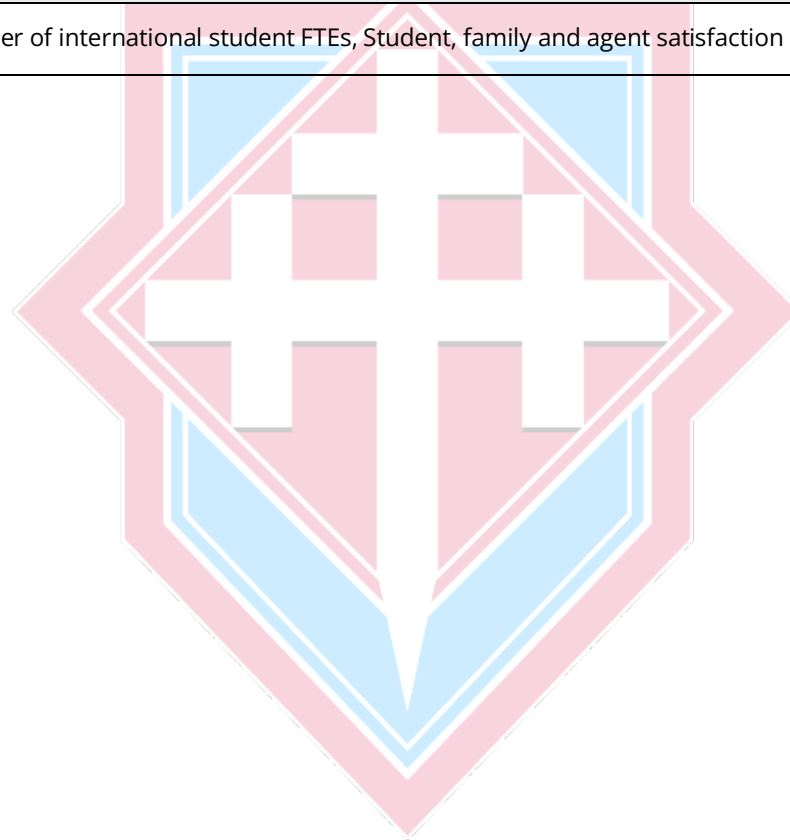
Key Improvement Strategies Goal 4.7

Trinity's International Student programme is resourced and sustainable

- a. International Strategic Plan to be reviewed and in place
- b. Marketing video completed and available for both domestic and international marketing; International Prospectus updated, Translated Brochures completed
- c. Three offshore marketing trips completed (Germany, South America, and Thailand/Japan)
- d. Predicted 20 FTEs realised

Monitoring and Evaluation

Monitoring: Via the International Strategic Plan, Number of international student FTEs, Student, family and agent satisfaction



Hei ākonga mā te Karaiti