STRATEGIC PLAN			ANNUAL PLAN 2025 (see attached targets for 2025)		
Strategic Goals	**What do we expect to see?**		**How will we achieve or make progress towards our strategic goals?**	**How will we measure success and when?**	**Who**
Strategic Goal 1 **Achievement** By the end of the two-year period all students will have shown progress towards or beyond their expected curriculum level and/or NCEA L1, L2 and L3. Section 127 1.a. b. NELP 2,3	• Improved test scores and subject-specific assessments. • Increased percentage of students meeting or exceeding curriculum-level expectations and NCEA results. • Reduced achievement gaps across different student demographics, for example the difference between boys and girls achievement and that of different ethnic groups. • Accelerated learning for Māori students • Improved progress of SEN Y1-Y13 students, including those who are identified as neuro diverse.		• By enhancing teaching and learning across the campus by introducing a culturally responsive and consistent approach to teaching and learning. (See SG.2) • By improving student engagement in lessons (See SG. 3) • By improving whanau engagement, student attendance and participation. (See SG. 3) • By improving school wide literacy and numeracy. (See SG. 4) • By accelerating learning for Māori students • By ensuring our Academic Counselling Programme is more rigorous and standardised and covers Year 7 to Year 13.	We will evaluate our progress towards our goals at the end of each term over the next year by using the following measures. • Analysis of achievement data such as NCEA, PACT. AsTTLe, PATs. • Use traffic light system to constantly track student progress see assessment calendar (3 times per year per year level. • Data from Academic Counselling Sessions Y7 – Y13 See attached targets	BOT Principal SLT VE and LK MU & LNA
Strategic Goal 2 **Equity and Excellence in Learning** By the end of the two year-period we will improve and enhance teaching and learning incorporating culturally responsive pedagogy Section 127 1.a. b NELP 1,2,3,4,5,6	• A coherent curriculum that is seamless from Y1 to Y13, effective and timely. • Positive changes in teaching practice are evident in a range of observations. • Positive Student feedback on the effectiveness of teaching and learning. • Improved learner outcomes through improved teacher practice. • All teachers using the Improved Teaching and Learning Framework • Excellent Practice Kete - a resource bank of video, documentations, etc of good practice. • Coherent pathways and transitions through and beyond school informed by the latest career trends.		Introduce, implement and monitor the Improved Learner Outcomes Teaching and Learning Framework which consists of the following; • Continue work on the implementation of the SCC curriculum and guidelines provided by the MOE and government. • Develop, implement and embed common planning and preparation processes across the campus • Creating a positive culture for learning • Implementing and embedding culturally responsive and sustaining, effective practice in the classroom strategies from TLaC. • Assessing and responding to student needs and achievement data • Develop curricula that capture the interests of our students and reflects Te Tiriti o Waitangi • Annual rotation of department / team reviews (3 per annum) measure.	We will evaluate our progress towards our goal at the end of every term over the next year by using the following measures; • Documentation from CCC meetings • Documentation from EPC meetings • Analyse teacher observation data (Rongohia te hau) (T1/T3) • HOD observations (T2) • PLD delivery (EOT review) • PD (EOT list and topics) • Analyse achievement data (T2 W5 every 5 weeks) • Gather whanau feedback (T1 PTM) • Gather student feedback (T2/T3) • Effective teacher profile is consolidated (T2) • Classroom observation schedule	CCC EPC Milestone reports from CCC AT/KMO All
Strategic Goal 3 **Family Engagement** By the end of the two-year period we will increase the participation and attendance of students, families, and community members at school. Section 127 1.a. b NELP 1,2,5	• Improved student attendance • Increased Y1-Y3 parent engagement in reading programs. • Improved Attendance rates at school-community engagement events. • Improved levels of parental engagement in school activities, decision-making processes and transitions. • Positive student, whanau, and community feedback on engagement opportunities.		• Review and improve attendance and late processes across the campus • Review and improve Restorative Process • Strengthen communication with families when students are absent • Produce annual event calendar to publish to the BOT and community • Reinforce criteria around activities that drive participation by students (Eg 80% attendance requirement for participating in Sports and Cultural activities) • Engage Y1 to Y3 whanau in reading program that they can use to support their children in class. • Publish our successes on all our platforms	• Attendance figures show improved as measured by Kamar and PAROT an MOE termly data • Number of parents at parent teacher meeting is increased (counts provided) • Good response to surveys maintained	SLT DLV VE All
Strategic Goal 4 **Literacy** By the end of the two-year period we will improve literacy (reading and writing) and numeracy proficiency among students at SCC. Section 127 1.a. b NELP 2,3,4	• Improved Y1-Y3 reading engagement and outcomes • Improved writing through the introduction of the Writers toolbox. • Improved teacher pedagogy pertaining to writing. • Improved Y4 – Y10 Literacy (reading and writing) and numeracy levels. • Improved literacy and numeracy achievement in Y11 – Y13		• Develop, implement and embed a coherent literacy plan from Y1 to Y13 (involving WTB, RT3T, BSL, etc etc. • Continue with professional development linked to NCEA literacy and begin pd for NCEA numeracy	• Achievement Data from Writers toolbox (WTB)shows engagement and improvement. (baseline T2 and EOY T4 data) • Feedback from teacher is positive about WTB/Structured Literacy. (Ongoing) • Structured Literacy program shows improved outcomes. • Y9 & 10 Literacy and Numeracy shows improvement. (asTTLe, PACT and WTB)	SLT MU KNP All
Strategic Goal 5 **One School Indivisible** By the end of the two-year period we will fully integrate and embed the distinct SCC culture – 'the way we do things around here' – into all aspects of school life. Section 127 1.a. b NELP 1,2	• A safe, inclusive culture where diversity is valued. • Consistency in the application of process, eg restorative practices, attendance. • Improved efficiency in administrative processes and systems, measured by time and resource usage. • Progression and coherence through the curriculum from Year 1 to Year 13 is strengthened, monitored and seamless. • Pathways from Y1 to Y13 are coherent and appropriate.		• Develop, implement and embed effective and efficient leadership of the operational aspects of the school • Develop, implement and embed common sets of handbooks across the campus and how to guides (eg how to get your laptop, how to do Kamar roll, who to see if you need a x" • Develop, implement and embed common administration and finance systems • Develop, implement and embed improved health and safety processes.	• Common documentation is produced for all systems and processes. • Careers processes are well known and documented through school. • Coherent and equitable access to information regarding future pathways, speakers and opportunities. • Review EOTC	SLT Admin Last updated 22/01/25