



# SACRED HEART COLLEGE ANNUAL IMPLEMENTATION PLAN – 2025

## SPECIAL CHARACTER

### Strategic Goal - Embedding the Catholic and Marist character

Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Identification of Sacred Heart College as primarily a Catholic school within the Diocese of Auckland	<p>Understanding that Sacred Heart College (while Marist), is Catholic at its core-</p> <p>Engagement with:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• students</li> <li>• wider community in areas involving the Faith.</li> </ul> <p>Fostering stronger links with Catholic agencies within the diocese, including other Catholic schools.</p> <p>Activities, outputs from links made</p>	<p>Review of school documentation, website, newsletters, presentations liturgy focussing on the primacy of the Gospel and person of Jesus Christ</p> <p>Active input into and participation in the Eastern Catholic primary and secondary schools Kahui Ako</p> <p>Sacred Heart College part of the review team for the diocesan Pompallier Shield</p> <p>Shared re-writing with Baradene of three yearly review cycle of 'Catholic Special Character Evaluation for Development'</p> <p>Three sessions on Special Character areas incorporated into the Professional Learning Development termly cycle</p>	<p>Personnel time</p> <p>Personal energy of staff</p> <p>Staff and student class time</p> <p>Mind-shift for some</p>	<ul style="list-style-type: none"> <li>• Biennial Cathedral visit</li> <li>• Attendance at and participation in diocesan events involving the academic Mass, Young Vinnies, Caritas, Caring Foundation, local parish celebrations, Praise and pizza, combined school Masses, and diocesan programmes including 'Life to the full' and PD on the Jubilee of Hope. Attendance of staff and students at significant Catholic funerals within the diocese</li> <li>• Support for the televised diocesan Shine Mass at least once yearly</li> <li>• Pompallier Shield hosting by Sacred Heart College</li> <li>• Continue to find authentic ways of integrating the Special Character into curriculum areas.</li> <li>• At least termly, Special Character Professional Learning Development</li> </ul>

				<p>incorporated into the regular Professional Learning Development termly cycle, including Religious Education</p> <ul style="list-style-type: none"> <li>• In the induction programme of new Year 9 students to the College, include material to introduce the Catholic and Marist nature of Sacred Heart College: peer-to-peer delivery</li> <li>• Themes of NET team for senior retreats on Discovery of God in everyday life (13) and the Jubilee of Hope (12)</li> <li>• Bring Jubilee of hope to life within the school</li> <li>• Assemblies, Masses, associated material written material to staff is explicit in Catholic identity</li> </ul>
<p>Identification of Sacred Heart College as a Catholic school in the Marist Tradition</p>	<p>Understanding of Sacred Heart College while primarily a Catholic school, it expresses it in the Marist Brothers tradition. Engagement with:</p> <ul style="list-style-type: none"> <li>• staff</li> <li>• students</li> </ul> <p>wider community</p>	<p>Gathering of new staff prior to school starting re characteristics of a Catholic and Marist school</p> <p>Staff induction day for new teachers to a Marist school</p> <p>Increased presence of the Marist Brothers at school events – Welcome Mass to new families, blessing of new students and presentation of SHC entrant badge, Prefect induction and pledge, input at prefect training, significant school assemblies, Shine Mass, beginning term liturgies,</p>	<p>Personnel time</p> <p>Personal energy of staff</p> <p>Staff and student time away from class</p>	<ul style="list-style-type: none"> <li>• Continued presence and contribution of the on-site Marist chaplain and Marist Brothers teaching and involved within the school</li> <li>• Staff and student participation at Marist gatherings – Assn of Champagnat Marists, funerals of Marist Brothers, participation in and invitation to other Marist Schools' feast days, Marist school leaders gathering in Christchurch</li> <li>• Staff participation at annual Marist charism meeting, DRS termly Marist zoom sessions, gatherings for Marist Principals</li> </ul>

		<p>gathering of leaders of Marist Brothers in Christchurch</p> <p>Marist Man Awards presented weekly across the school and in regular letters</p> <p>Inaugural Champagnat-Marist community award for outstanding service and commitment to Sacred Heart College</p>		<ul style="list-style-type: none"> <li>• Two prefects now assigned to Year 7-9 homerooms with weekly regular visits</li> <li>• Prefects assigned to junior school areas before school, and at breaks to mix with and support Years 7 and 8 students</li> <li>• Two prefects assigned at gate three and Crossfield Rd gate to welcome the boys to school each morning</li> <li>• Year 9 Religious Education invited input from the Brothers</li> </ul>
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Strategic Goal - Living out the Gospel and Sacred Heart Pillars/Pou				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Providing an environment for students and staff to develop their own personal faith	Varied staff and classroom prayer Prayer valued by staff and homerooms	Use of resources through year levels increased. Student positive feedback re prayer	Staff confidence in leading their homeroom prayer.  Adolescent faith development	<ul style="list-style-type: none"> <li>• Continue to articulate the significance and importance of prayer and provide additional resources and offer support for those needing it</li> <li>• PLD on homeroom/classroom prayer</li> <li>• Use of prefects and Special Minsters involved in classroom prayer at Years 7-10</li> <li>• Homeroom teachers 'coach' their level staff at year level meetings, what makes for engaging homeroom prayer</li> </ul>
Promote and support of the Sacramental life of the	Completion of the Sacramental Programme	50% increase of student ministers from 2023	<ul style="list-style-type: none"> <li>• Time for staff and students to complete the programme</li> </ul>	<ul style="list-style-type: none"> <li>• Sacraments of Initiation offered to students biennially to students who have not been</li> </ul>

Catholic Church through the school	<p>for the feast of the Assumption, 2025</p> <p>Increase and widen use of Special Ministers of Holy Communion</p> <p>Continuing to find ways of increasing participation at voluntary Thursday Mass</p>	Students participating	<ul style="list-style-type: none"> <li>• Parental support for initial and continued importance of Sacramental life</li> <li>• Families maintaining a connection with parishes and understanding its importance</li> <li>• Ensuring applicants for the role are actively engaged in their parishes</li> <li>• On-going training for and enthusiasm for the role</li> <li>• Students seeing Sacred Heart College as their parish and being disconnected from their traditional parish</li> <li>• Thursday Mass being seen as an alternative to Sunday parish Mass</li> </ul>	<p>Baptised or Confirmed or made First Communion</p> <ul style="list-style-type: none"> <li>• Meet termly in-house with the Special Ministers team to look at liturgical events they can assist in planning and running</li> <li>• Meet termly with Baradene Ministers for on-going training and sharing</li> <li>• Continued verbal, visual messaging and reminding about the importance of Eucharist</li> </ul>
To continue to promote service and outreach as a Gospel imperative	<p>Strong Young Vinnies group within the College</p> <p>Voluntary Service Programme completion and outreach for all Year levels and number of students involved</p> <p>Establishment and successful implementation of the twinning programme with Marist Brothers High School, Fiji</p>	<p>Significant numbers of students involved in the Young Vinnies programme supported by fully committed staff.</p> <p>Level badges initiated recognising commitment to the work of Young Vinnies</p> <p>Meaningful programmes of service within and outside the College continued.</p> <p>Finance raised to fund service projects and donate to worthy causes.</p>	<p>Donation fatigue/apathy</p> <p>Students joining for reasons other than genuine service</p> <p>Current economic climate both within and outside the College</p> <p>Staff energy, time and commitment</p> <p>Some students and parents do not value service to others</p>	<ul style="list-style-type: none"> <li>• Continue to strengthen the numerous projects undertaken by the Young Vinnies</li> <li>• Enlist further committed staff</li> <li>• Build up both junior and senior groups</li> <li>• Participate in activities run at the diocesan and at regional levels</li> <li>• Linking the work of Young Vinnies with the Jubilee year of Hope</li> <li>• Fundraising through Lent and from the Pompallier Shield</li> </ul>

		<p>Weekly Caritas Lenten collection across the school</p> <p>Hosted the eastern district young Vinnie chapters</p> <p>Very successful can drive</p> <p>Years 7-12 involvement – 79%, 85%, 55%, 50%, 55%, 51% respectively. Overall, 63%.</p> <p>Visit to Fiji to learn their need</p> <p>Staff assigned to implement the programme</p>	<p>Homeroom teacher enthusiasm and follow up</p> <p>Setting up sound and meaningful relationship initially given physical distance from Fiji</p>	<ul style="list-style-type: none"> <li>• Students including Young Vinnie members and prefects tending the Brothers gardens</li> <li>• Pyjama drive</li> <li>• Christmas presents for those in need locally</li> <li>• Extending programme through to Year 13 in 2025. Major goal for homerooms and all year levels in 2025, 70%.</li> <li>• Significant promotion of the programme via 2025 pou, assembly, headmaster, senior students, homeroom, newsletters</li> <li>• Service poster competition with accompanying highly visible posters</li> <li>• Effective communication so staff from Fiji find the twinning beneficial for their school students</li> <li>• Fundraising to finance the venture and its sustainability</li> </ul>
Increased recognition of Māori within the life and liturgy of Sacred Heart College	Te Reo more prominent and visible within the College	<p>‘Te Ngākau Tapu’ at school entrance</p> <p>Increased engagement with Māori community for translation of pou for Te Ngākau Tapu and things Māori</p> <p>Marist and Sacred Heart Pillars / Pou in Māori with increased use orally and visually through</p>	<p>Having all the College Catholic community embrace and value the bi-cultural nature of the county and within the school.</p> <p>To engage with our country’s bi-cultural identity in a positive and authentic way.</p>	<ul style="list-style-type: none"> <li>• Participating in the Pompallier Shield in 2025 and competing in all categories, including junior and senior Māori and provision of trophy for Junior Māori section</li> <li>• Use of Te reo in key religious areas across the school. Eg Reference to Te Atua, Te tohu o te ripeka (sign of the cross) in assembly and notices</li> </ul>

		<p>banners, prayer cards, posters and digital screens.</p> <p>Significant use of Māori culture within College liturgy – eg College korowai, kaiwero, himene</p>		<ul style="list-style-type: none"> <li>• A3 posters of the pou in English and Māori</li> <li>• Prayer of the faithful response – E te Ariki...</li> <li>• At least one song/hymn learned by the choir in Māori for the Big Sing</li> </ul>
Previous Special Character Review and Annual Special Character Evaluation	Include “Catholic Special Character Evaluation For Development” for students, staff, parents and school board	<p>Staff professional learning development.</p> <p>Identified goals which are spread across the present and future years</p>	Completion and evaluation of review with areas for future development	Areas identified within the plan for development



## SACRED HEART COLLEGE ANNUAL IMPLEMENTATION PLAN – 2025

### ACADEMIC EXCELLENCE

Strategic Goal – Growing Academic Culture of Personal Excellence				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Roll out of percentage marking for Year 7-10	All marks in assessments in Year 7-10 given as a percentage			Roll out of percentage marking across Year 7-10 in all assessments
Sacred Heart Certificate Consolidation and refinement (second year of roll out)	Grade boundaries kept the same: <ul style="list-style-type: none"> <li>• 50% required to pass (increased from 35%)</li> <li>• 65%-80% - merit</li> <li>• 80% + - excellence</li> </ul>	Successful roll out of SHC Certificate	The increasing 'tail' of non-achievement in each year group; the able enough but can't be bothered group.	
Stretch targets/ goals set (year on year)	All students complete these	Targets set by students	Difficulty motivating boys to undertake externals/scholarship	Year on year
Further development of academic subcommittee groups for Māori, Samoan and Tongan families.	Regular Hui and Fono, tailoring to parent requests/ requirements	One Hui and one Fono held in 2024	Reaching all parents	Further development of academic subcommittee groups for Māori, Samoan and Tongan families.
Review Year 7&8 curriculum programme	Review undertaken			Necessary changes made

Strategic Goal – Motivating Students and Monitoring Student Progress				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Y7-13 Academic Tracking 'project': <ul style="list-style-type: none"> <li>Tracking data (Weekly Notes/ achievement data/ tracking reports)</li> <li>Y11-13 meetings</li> <li>Establish a Boarders tracking group/ person</li> </ul>	Y11-13 NCEA data Y11 SHC Certificate data Y7-10 achievement data CAA data	2024 <ul style="list-style-type: none"> <li>85%+ UE pass rate</li> <li>45 scholarships</li> <li>CAA date above National comparisons</li> </ul>	The increasing 'tail' of non-achievement in each year group; the able enough but can't be bothered group.  Families who are disengaged from meaningful academic outcomes for their sons	Develop school wide strategy for tackling this challenge. <ul style="list-style-type: none"> <li>More writing across all subject areas</li> <li>More reading across all subject areas</li> <li>Communicating home when students show evidence of 'not trying'</li> <li>Ramp up the use of diaries</li> </ul>
NCEA Scholarship programme	Number of scholarships 60+ (2025)	45 scholarships	Maintaining momentum and excellent outcomes for this metric	Continued development of scholarship program <ul style="list-style-type: none"> <li>Students</li> <li>Staff</li> <li>Subjects</li> </ul>
Parent feedback/ engagement	High quality reports and information given <ul style="list-style-type: none"> <li>Written reports</li> <li>Assessment reports</li> <li>Tracking meetings and parent meetings</li> </ul>	Revised Y11 reporting to reflect SHC Certificate	Some parents who need to attend don't turn up.	Continued development and refinement
Weekly Notes			Still a misunderstanding in the community about what they represent	Reinforce the reason for having Weekly Notes and clear explanation to the community





## SACRED HEART COLLEGE ANNUAL IMPLEMENTATION PLAN – 2025

### ACADEMIC EXCELLENCE – KAHUI AKO

Strategic Goal – Supporting Excellence in Learning and Outcomes through strong Community				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Across School Leads	Improved Maths/ Literacy/ Science/Transition and Cultural Responsiveness across Kahui Ako schools	Positive reviews from Kahui Ako Principals after 2 years for the first 4 projects. (Cultural Responsiveness was a new 5 <sup>th</sup> project)	Evaluating the gain, currently using reviews done by Principals and anecdotal evidence	Replacement Maths Lead appointed  Across school Literacy position – currently being advertised
Within school roles: <ul style="list-style-type: none"> <li>Academic Trackers</li> <li>New to Y9 Transition position</li> </ul>	Y12-13 NCEA data Y11 SHC Certificate data Y7-10 achievement data CAA data	Excellent NCEA results	Improving NCEA course endorsement results  The increasing 'tail' of non-achievement in each year group; the able enough but can't be bothered group.  Families who are disengaged from meaningful academic outcomes for their sons.	Continue to develop and refine the tracking system  Develop the new to Year 9 role and measure outcomes



## SACRED HEART COLLEGE ANNUAL IMPLEMENTATION PLAN – 2025

### COLLABORATIVE PERSONNEL

Strategic Goal – Staff Attraction and Recruitment				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Recruitment	Positions appointed	HR Manager does an excellent job recruiting staff. Made some excellent appointments. Created adverts to target specialist teachers and support staff	Very difficult environment to recruit good staff Often in competition with other schools who can offer MU's	Seek to plan early to recruit staff Proactive in our approach
Maintain tagged positions of proportion of Catholic staff	Meeting our ratio	Achieved	Attracting quality tagged staff	Networking to secure quality staff
Developing student teachers – fostering relationships with teacher training institutions	<ul style="list-style-type: none"> <li>Number of Student Teachers at SHC</li> <li>Engagement in university initiatives and partnerships</li> </ul>	<p>School-based teacher trainees that are quality subject specialists</p> <p>University-based teacher trainees that are quality subject specialists (shorter blocks of time onsite)</p> <p>Marketing to our community/Old Boys</p>	<p>Securing quality students</p> <p>Time and resources required from HODs and departments</p>	<p>Join the Auckland University school-based teacher training programme</p> <p>Marketing</p>
Staff PD	<ul style="list-style-type: none"> <li>Review and feedback</li> <li>PLD budget review and engagement</li> </ul>	<p>Developing our support staff through annual appraisals</p> <p>Offered PD to support staff and regular administration dinners for team building</p>	Time to cover all PLD areas	<p>Highlighting relevant PLD opportunities to staff</p> <p>Focus on the Science of Learning, Special</p>

		PLD committee delivering relevant professional development to teachers weekly PLD at Teacher only days Teachers attending relevant courses PLD at Kahui Ako annual conference		Character, Cultural awareness in weekly PLD sessions
Staff Retention	Turnover of staff	Finding ways to show appreciation - Extra mile; no call back days etc. Good measures to support staff	Staff become oblivious to the "extras"	Regular Staff check in's, surveys, appraisals

Strategic Goal - Leadership				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Leadership cohesion	<ul style="list-style-type: none"> <li>Feedback/Review</li> <li>Progress in identified areas</li> </ul>	Senior Leadership Team and Wider Leadership Team working well – high level of trust	Give more opportunities for fuller discussion and decision making	Opportunities scheduled for collaboration in meetings working for solutions of key issues
Leadership opportunities and capabilities	<ul style="list-style-type: none"> <li>Discussions between leadership and staff</li> <li>Staff engaging in opportunities and PLD</li> </ul>	Further encouragement and support to engage will benefit staff	Finding new leadership	Continue to provide pathways for leadership training

Strategic Goal – Staff Wellbeing				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Identify initiatives that increase productivity and contribute to a healthy environment	<ul style="list-style-type: none"> <li>Feedback/Review</li> <li>Staff attendance</li> </ul>	Sending flowers and cards to staff experiencing grief/new life Offering the EAP Programme	Very large and diverse staff	Continue to look at ways to support all staff, i.e. workstation assessments

		Offered relevant PD to all staff covering areas such as mindfulness, women's health, positive empowerment Wellbeing of support staff with 'open door' policy		
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## SACRED HEART COLLEGE ANNUAL IMPLEMENTATION PLAN – 2025

### RESOURCING THE FUTURE - FUNDING

#### Strategic Goal – Financial modelling and future funding streams

Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Joint Projects - Continue to work with the SHCL to identify funding opportunities and where feasible, develop mutually advantageous projects.	Maintain working capital and increase collection rates. Additional funding from working capital remitted to SHCL to fund projects.	From December 2023 to December 2024, the working capital remained stable.  Funds remitted to SHCL to fund special capital projects such as the Science Centre and fields upgrades.  Collection rates as 31 December was 90.26%, similar to 2023. However the target was not met.	Whilst there was a strong economic recovery after the pandemic, the NZ economy slowed with high interest rates and inflation impacting disposable income. Unemployment also peaked in 2024. These factors contributed to a stagnation of collection rates.  The level of funding remitted to the Proprietor has resulted in a deficit budget for 2025.	The Finance team are working closely with families to improve collections. There has also been a change in strategy whereby the Finance team meet with every “new to school” family to discuss financial contributions and other financial commitments to the College. Open lines of communication have been encouraged.
Increased funding from existing sources and increased percentage of income generated outside of government funding and internal streams of revenue	Increased International student numbers.  Increase in revenue generated from facilities hireage.	47 FTE international students in 2023 and 47.75 in 2024.  Budget expectations were not met.	Global economic climate impacted the international market.  The economic climate in 2024 was challenging as a few regular hirers	International student numbers will increase in 2025 with the possibility to extend this further should timetabling permit. Interest in facilities has increased and this

	Increase in revenue generated from uniform sales.	Budget sales have exceeded expectations.	<p>chose not to host events and a few existing hirers moved to other venues.</p> <p>Delivery of certain stock items from one major supplier has been a challenge throughout 2024. The company changed ownership, and the transition was not seamless in communication and distribution.</p>	<p>combined with scheduled existing bookings will see an increase in revenue generated in 2025.</p> <p>Improved processes have been promised for 2025 with the implementation of upgraded systems. Distribution delays may be an issue. If dissatisfied with the service level, the contract will be taken to market through RFP.</p>
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Strategic Goal – External Partnerships				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
		Improved working relationship with the Proprietor and other related parties.		Ongoing enhancement of the working relationship between related parties.



## SACRED HEART COLLEGE ANNUAL IMPLEMENTATION PLAN – 2025

### RESOURCING THE FUTURE - INFRASTRUCTURE

#### Strategic Goal – Property Master Plan & Priority Building Projects

Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Master Property Plan - School Board will work closely with SHCL in agreeing the Master Property Plan and building priorities	All projects (listed)- are prioritised and given a realistic timeline.	The Property Masterplan Committee (PMC) was established. Multiple meetings were held with related parties/stakeholders. School Board projects were prioritised through the project proposal submissions process.	Differing opinions as to project priorities by related parties/stakeholders.	Numerous projects are underway.
Science Block - Design and build a Science Block to support a strong future focus of STEM. Facilities to include space for an Archives Room	Breaking ground and construction commencing.	The Science Centre is currently under construction with key milestones consistently being met throughout the year.	Weather and underground services caused minor delays, but time savings were achieved in other areas of the programme.	Completion of the Science Centre by 3 October 2025. Engage with architects and suppliers to ensure that the internal fitout is seamless. Teachers and support staff to occupy the building in Term 4 2025. Students to occupy the space in 2026. Grand opening to be planned for 2026 including inviting special guests, stakeholders and MoE representatives.
Pompallier Block - Produce concepts to redevelop the outdoor area	New grassed area for Yr 7 and Yr 8 students to utilise	Installation occurred in April 2024	None	N/A

Field upgrade and digital screens	New drainage and irrigation system to fields with change in playing surface for premier fields. Installation of two digital screens.	<p>Plans and project were approved. Project commenced in November 2024.</p> <p>An order was placed to initiate construction of digital screens and supporting hardware.</p>	<p>Cost of the project. Timing of completion of stage 1 and 2 ensuring minimal impact to sports operations and field usage for P.E. curriculum and student management during breaks. Work with various Heads of Codes to align their programmed planning with the contractors planned schedule.</p> <p>Collaborate with the Cricket Committee to address their requests stemming from the relocation of the premier cricket field.</p> <p>Funding and underground cabling to support the digital screens.</p>	<p>Stage 1 will be completed by the end of Term 1 2025. Stage 2 will commence after the Winter sport season and be completed by the end of Term 4 2024.</p> <p>Design a plan to protect the new fields during the first season while the new grass is still establishing.</p> <p>Funding has been approved to create a hub to serve as a base for the cricket team.</p> <p>Digital screens will be installed and ready for the Winter sport season.</p>
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Strategic Goal – Environmental & Sustainable				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Sports Centre - Develop concepts to redevelop the gymnasium to a Sports Centre and equip it to the level of a high performing boys' school.	SHCL and stakeholder approval for the project to proceed.	A Sports complex Planning Committee was formed. The Committee met to discuss the brief for the architects. SHCL released set funding towards an architect's design competition. Tours of newly designed and built facilities at various schools were arranged for stakeholders.	Financial considerations and related fundraising goals.	Move the project towards detailed design.
Student Centre– Centralised student-focussed facilities with a holistic view to support students, which includes Physio, Guidance Counsellors, International Students Office and additional classrooms and staff office.	Newly created spaces for student focused facilities.	SCHL approved funding for a new Counselling hub, International hub and 2 new classrooms. Ministry approval obtained to lease space from SHCHL. Architects were engaged as well as sub consultants.	Timing of submission of reports from sub-consultants to project manager. Timing of project completion. Two-staged approach to submission of building consent documentation. Engaging sub consultants and lodging building consent. Major structural challenges in the redesign of the counselling space. Asbestos management in the International space. Fire engineer identified numerous items in his report which require remediation. Programme delay to counselling area. Impact of movement on other curriculum areas – space issue for Music and expansion of Yr 7 & 8 classrooms. These in turn have their own requirements for the start of 2025 which must be met.	Furnish all spaces and deliver all required facilities in a timely manner to accommodate operation requirements. Ensure that other classroom modifications/requirements and furnishings have been met prior to the start of Term 1 2025.



## SACRED HEART COLLEGE ANNUAL IMPLEMENTATION PLAN – 2025

### ENGAGEMENT OF STAKEHOLDERS

Strategic Goal – Enrolment				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Maximum Roll Growth	College Roll	Significant interest in school enrolments across diverse range of students	Availability of teaching spaces Large increase in one year	To meet target of 1450 for 2026 Establish realistic growth targets based on logistic capabilities
Transition and New to Year 9 – Kahui Ako	Successful transition into 2025		New roles this year, beginning to take shape and try initiatives to see what works for 2025	Review early 2025
Enrolment Interviews	Number of applications and interviews completed	Headmaster interviewing majority of new entrant applications	Time consuming causing it to be a very lengthy process	Review interviewing schedule

Strategic Goal – Parent Relationships				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Collaborative relationships – regular, clear, relevant communications; and Community engagement	Open rate for communications, attendance for events	Average open rate of 70% for email communications; lower rate of attendance to specified events compared to previous years	External factor – current economic environment and impact on families to afford attending events	Continue to monitor communication data, review events and cost involved
Maximum Roll Growth	High demand for places of enrolment	High numbers of applications received	Not all applications convert into enrolment. Administration and processing. New processes around interview and acceptance	Review number of applications
Strategic Goal – Community Profile & Reputation				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Visibility of achievements	Community engagement	Electronic sign boards working well – very positive feedback	Amount of content and time to schedule	Continue content schedule
Collaborative Relationships - enrolment	Number of enrolments from feeder schools/Catholic schools	Year 7 – over 60% of our Year 7 students came from Catholic schools. Year 9 – 15% of our Year 9 students came from Catholic schools.		Continue to collect feedback from parents on their decision.
Marketing Plan – Hostel	Number of enrolments	The number of Year 9 boarders coming in 2025 higher than it has been in more than 5yrs		Revise current plan with focus on digital marketing and engaging content
Collaborative Relationships – other schools	School engagement	Work with primary schools for transition support		Be available for enrolment questions and support



## SACRED HEART COLLEGE ANNUAL IMPLEMENTATION PLAN – 2025

### DEVELOPMENT & SUPPORT FOR STUDENT WELLBEING

Strategic Goal – Resilient and Supported Students				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
Student Wellbeing and programme development		Pastoral has done a fantastic job with various programmes in the College	Finding the funding for this	These programmes will continue building on 2024 initiatives
		School camps build resilience	The costs are prohibitive for some families	Put in place financial support for boys who cannot afford the camp
<b>Students sense of belonging</b> – to continue to build an environment where all students feel safe and where they belong	This was able to be measured by student feedback, student voice, and by the number of students in attendance at events/in teams/groups etc.	Ongoing promotion of brotherhood where all students feel respected and valued – key messages at Assembly and at year levels. Theme of inclusion. Reminder of pillars. Strong student voice.	To continue to cater for the needs of our increasingly diverse student population	Wellbeing Hub  Strong and well organised student council
<b>Keeping current and relevant</b> - Monitor and respond to societal changes that may impact on wellbeing of students	This is measured by the number of programmes in place for student wellbeing. Increased number of students taking advantage of opportunities. 'Growing Leadership through year levels + Spirit of Adventure, Outward Bound, William Pike, Rotary, RYPEN etc. Use of external agencies to support wellbeing/ self-	External Guest Speakers (Age appropriate) *Police Youth Aide and Police Community Officer *Attitude Group *LovesMeNot *Public speaking workshops *Addition to team of another part time Counsellor	The time, availability of speakers. Identification of appropriate supporting resources e.g. Vaping support.	Ongoing and growth of existing programmes together with  Implementation of Digital wellbeing programme  ER Emotional Resilience programme Y7and 8

	management, resilience, student feedback. New programmes and initiatives, eg mana rangatahi, Genesis and Ez2 Education	Highlighting and affirming student achievements. Strong Student voice at Assemblies		
<b>Student Safeguarding</b> – regular reminders to staff	To continue to promote Safeguarding to all staff and to also ensure new staff sign up for and complete the ‘Safeguarding course’.	<b>Child Safeguarding 2024</b> Child Safeguarding week – sharing of provided Child Safeguarding resources (video) and a reminders to all staff.	To ensure it is calendarized.	Ongoing – regular review of policies and implementation of PD safeguarding.

Strategic Goal – Student Services				
Strategies/Actions/Projects	Measures	What did we achieve in 2024	Challenges	Implementation for 2025
		We have a strong pastoral and counselling team	Inadequate facilities lack privacy	Ensure the new rooms in the Hostel will work
<b>Deans Network Support</b>  To provide support for the Deans network allowing prompt and practical follow up. Supporting resources.	To continue to build on and strengthen a cohesive team. Strengthen links to a wider school cohort and community. Timely follow up of issues Engagement with external agencies. Collegial teamwork Student engagement To continually provide support for Dean network to allow prompt and practical follow up of school expectations, academic performance, study habits, attendance, uniform, appearance, school values and behaviour	Strong collegiality between Deans, International Dean, Kaiwhaina and Pasifika Deans.  Strong links with Careers and Guidance  Strong student engagement Completion of PD – e.g. Difficult conversations.	*A student population which is becoming increasing complex  * Staff being consistent with standards. Consistent school wide approach required.	(2025) reset of homeroom teachers.  Revisiting all staff and Homeroom Teachers on expectations re consistent standards for 2025
<b>Student Centre</b> - Centralised student focussed facilities with a holistic view to support	Researching and development of a student focussed centre for 2025	Identification of location, identification of needs; planning for 2025	Building consents/architect/planning permission	To establish and embed 2025 Wellbeing Hub

students, which includes Health Centre and Physio, Guidance Counsellors, International Students Office.				(Counselling Centre) for 2025.
<b>Cultural Capacity-</b> Catering for the needs of Māori/Pacific students. Enhancing cultural capacity with community providers and partnerships Links to external agencies – ACES, Fono, MPP	Respecting and celebrating diversity (students to feel valued Acknowledging cultural diversity • Cultural inclusiveness threaded throughout all area *Celebration of student success for all	Students involved in wide aspects of school life. opportunities offered to all at SHC are culturally inclusive. Māori/Pasifika achievements and academic data Matariki/Teuila/Fono/Tongan  Student Leadership + attendance at workshops  Success with students gaining Toloa Scholarships in 2024, increasing numbers over past 4 years.	Students not having devices Parents not fully understanding NCEA. Students being overcommitted/time poor/disorganised/unable to prioritise/financial.	(2025) Increased numbers to PILOT Ongoing increased levels of participation and academic performance Programme of external speakers, topical information