



SACRED HEART COLLEGE ANNUAL IMPLEMENTATION PLAN – 2026

SPECIAL CHARACTER

Strategic Goal - Embedding the Catholic and Marist character				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
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- Engagement with:</p> <ul style="list-style-type: none"> • staff • students • wider community in areas involving the Faith. <p>Fostering stronger links with Catholic agencies within the diocese, including other Catholic schools. Activities, outputs from links made</p>	<ul style="list-style-type: none"> • Biennial Cathedral visit. • 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. • Support for the televised diocesan Shine Mass at least once yearly. • 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. 	<p>Transport / finance/ student movement.</p> <p>Transport, student involvement outside school within class time.</p> <p>Class time.</p> <p>Organisation of staff and outside Colleges, student preparation, finance.</p> <p>Info overload for new students.</p>	<ul style="list-style-type: none"> • Continue to find authentic ways of integrating the Special Character into curriculum areas. • At least termly, Special Character Professional Learning Development incorporated into the regular Professional Learning Development termly cycle, including Religious Education • Themes of diocesan NET team for senior retreats on Discovery of God in everyday life (Year 13) and light (Year 12).
Identification of Sacred Heart College as a Catholic school in the Marist Tradition	<p>Understanding of Sacred Heart College while primarily a Catholic school, it expresses it in the Marist Brothers tradition.</p>	<ul style="list-style-type: none"> • Continued presence and contribution of the on-site Marist chaplain and Marist Brothers teaching and involved within the school 	<p>Aging and fewer Marist Brothers.</p>	<ul style="list-style-type: none"> • Staff and student participation at Marist gatherings – Assn of Champagnat Marists, funerals of Marist Brothers, participation in

	<p>Engagement with:</p> <ul style="list-style-type: none"> • staff • students • wider community 	<ul style="list-style-type: none"> • Year 9 Religious Education invited input from the Brothers. • 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. • Staff participation at annual Marist charism meeting, DRS termly Marist zoom sessions, gatherings for Marist Principals. • Prefects assigned to junior school areas before school, and at breaks. 	<p>Time away from classes, finance.</p> <p>Senior student availability, student transport.</p>	<p>and invitation to other Marist Schools’ feast days, Marist school leaders gathering in Auckland</p> <ul style="list-style-type: none"> • Staff participation at annual Marist charism meeting, DRS termly Marist zoom sessions, gatherings for Marist Principals, meeting with Principals, DRS and Bishop. • Significant input into the 150 year celebration of the Marist Brothers in Aotearoa-New Zealand. • Key staff to L’Hermitage to learn and walk in the footsteps of Champagnat. • Additional prefects assigned to junior squad area before school.
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Strategic Goal - Living out the Gospel and Sacred Heart Pillars/Pou				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
Providing an environment for students and staff to develop their own personal faith	Varied staff and classroom prayer Prayer valued by staff and homerooms	<ul style="list-style-type: none"> Continue to articulate the significance and importance of prayer and provide additional resources and offer support for those needing it. 	Finding suitable prayer resources for young people, finance.	<ul style="list-style-type: none"> PLD on homeroom/classroom prayer. Homeroom teachers 'coach' their level staff at year level meetings, what makes for engaging homeroom prayer. Use of Prefects and Special Ministers involved in classroom prayer at Years 7-10. Development and use of digital signage for spirituality, eg Pope's monthly intentions and prayer, feast days meaning and significance.
Promote and support of the Sacramental life of the Catholic Church through the school	<p>Completion of the Sacramental Programme 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>	<ul style="list-style-type: none"> Sacraments of Initiation offered to students who have not been Baptised or Confirmed or made First Communion. Meet termly with Baradene Ministers for on-going training and sharing. Group used for Special Character ideas, planning and event. Digital signage and email to staff just prior to Mass. 	<p>Staffing, parent/student attendance after school, cost</p> <p>Student transport, participation after school clashing with other activities.</p> <p>Student work overload.</p> <p>Lack of faith practice leading to Mass irrelevance.</p>	<ul style="list-style-type: none"> Sacrament of Reconciliation for those initiated in 2025. Sacraments of Initiation offered to students in 2026 aligned to St Michael's Parish, Remuera to students, including Confirmation. Meet termly in-house with the Special Ministers team to look at liturgical events they can assist in planning and running
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</p>	<ul style="list-style-type: none"> Continue to strengthen the numerous projects undertaken by the Young Vinnies Enlist further committed staff Build up both junior and senior groups Fundraising through Lent and from the Pompallier Shield Students including Young Vinnie members and prefects tending the Brothers gardens 	Decreasing interest in importance of service to others by both students and parents.	<ul style="list-style-type: none"> Continue to strengthen the numerous projects undertaken by the Young Vinnies. Participate in activities run at the diocesan and at regional levels Pyjama drive Christmas presents for those in need locally Effective communication so staff from Fiji find the twinning

	Marist Brothers High School, Fiji	<ul style="list-style-type: none"> • Extending programme through to Year 13 in 2025. Major goal for homerooms and all year levels in 2025, 70%. • Service poster competition with accompanying highly visible posters. 	<p>Student and parent apathy. Students involved in wide range of time-consuming activities.</p> <p>Student use of class time.</p>	<p>beneficial for their school students.</p> <ul style="list-style-type: none"> • Service poster competition with accompanying highly visible posters. • Significant promotion of the programme via 2026, IN the Way of Mary, -Whaia te Ara o Maria - pou, assembly, headmaster, senior students, homeroom, newsletters.
Increased recognition of Māori within the life and liturgy of Sacred Heart College	Te Reo more prominent and visible within the College	<ul style="list-style-type: none"> • 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. • 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 • At least one song/hymn learned by the choir in Māori for the Big Sing. 	<p>Staff burnout in preparation.</p> <p>Ongoing awareness and promotion.</p> <p>Didn't make the Big Sing but staff support given regardless. Student rehearsals. Wide range of student activities after school.</p>	<ul style="list-style-type: none"> • Participating in the Pompallier Shield in 2026 and competing in all categories, including junior and senior Māori and provision of trophy for Junior Māori section. Both Reo and delivery targeted. • 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. • Prayer of the faithful response – E te Ariki...
Previous Special Character Review and Annual Special Character Evaluation	Include "Catholic Special Character Evaluation For Development" for students, staff, parents and school board	Areas identified within the plan for development.	Prioritising things to be done, staff energy and over commitment.	Areas identified within the plan for development.



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ACADEMIC EXCELLENCE

Strategic Goal – Growing Academic Culture of Personal Excellence				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
Roll out of percentage marking for Year 7-10	All marks in assessments in Year 7-10 given as a percentage	Implemented successfully	None	This is now an established practice (to come off this annual plan)
Sacred Heart Certificate Consolidation and refinement (second year of roll out)	Grade boundaries kept the same: <ul style="list-style-type: none"> • 50% required to pass (increased from 35%) • 65%-80% - merit • 80% + - excellence 	Second year roll out was successful.	The 'tail' of non-achievement in each year group; the able enough but can't be bothered group.	Further consolidation and the raising of achievement; especially in those boys who are gaining results consistently below 50% in their subjects.
Stretch targets/ goals set (year on year)	All students complete these	These were set by the students; reflected upon and reviewed in the academic tracking meetings. Messaged in assembly.	Students achieving stretch targets.	This is now an established practice (to come off this annual plan)
Further development of academic subcommittee groups for Māori, Samoan and Tongan families.	Regular Hui and Fono, tailoring to parent requests/ requirements	Hui and Fono occurred in 2025. UE results for Māori students over 90% and for Samoan students over 90% (above whole school averages)	Parental engagement beyond the committees.	Further work to maintain these groups and their work.
Review Year 7&8 curriculum programme	Review undertaken	Curriculum and delivery under regular review and evaluation. The Y7&8 curriculum and learning experiences for students is excellent. 2025 has brought new curriculum to be rolled out and taught, so the work continues.	Speed of the curriculum change, but as a school we are in a good place.	Ongoing curriculum roll out and refining.

Strategic Goal – Motivating Students and Monitoring Student Progress				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
Y7-13 Academic Tracking 'project': <ul style="list-style-type: none"> Tracking data (Weekly Notes/ achievement data/ tracking reports) Y11-13 meetings Establish a Boarders tracking group/ person 	Y11-13 NCEA data Y11 SHC Certificate data Y7-10 achievement data CAA data	UE – 86% L3 – 93.7%; L3 Ex. – 26.4% L3 data highest ever outside of a COVID year. L2 – 92.9%; A drop due to students who did not pass their CAA (Numeracy). Boarders tracking group established (88% gained UE; 94% gained L3)	The '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	Consolidation of 2025 points: Develop school wide strategy for tackling this challenge. <ul style="list-style-type: none"> More writing across all subject areas More reading across all subject areas Communicating home when students show evidence of 'not trying' Ramp up the use of diaries Further development of study and exam preparation for students (Trackers and Classroom teachers)
NCEA Scholarship programme	Number of scholarships 60+ (2025)	46 scholarships achieved.	Maintaining momentum and excellent outcomes for this metric	Consultation with other schools regarding their scholarship program. Meetings with all HODs and TiC of scholarship regarding further development and improvement to subject scholarship programs. Lunch for all boys taking scholarship with guest speakers
Parent feedback/ engagement	High quality reports and information given <ul style="list-style-type: none"> Written reports Assessment reports Tracking meetings and parent meetings 	Achieved; including professional development on report writing during the year.	Some parents who need to attend don't turn up.	Y7-10 reports to be changed to move inline with new MoE requirements.



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COLLABORATIVE PERSONNEL

Strategic Goal – Staff Attraction and Recruitment				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
Recruitment	Positions appointed	<ul style="list-style-type: none"> Planned early and recruited quality staff Attend University recruitment days to interview graduates in key areas Filled roles with quality and experienced staff Returning NZ Teachers were appointed in key subject areas Successfully appointed all vacancies 	Staff accepting and then being offered other roles	<ul style="list-style-type: none"> Send staffing intentions survey mid-year to know where potential gaps may be Strengthen employer brand through Job Board visibility, LinkedIn Build on the applicant experience
Maintain tagged positions of proportion of Catholic staff	Meeting our ratio	<ul style="list-style-type: none"> Able to attract previous tagged staff back to the college. Offer professional development opportunities through Marist Brothers 	Attracting quality tagged staff	<ul style="list-style-type: none"> Continuing to build networks within the catholic community to attract tagged teachers. Updating tagged teachers roll to ensure we have a broad overview across the school.
Developing student teachers – fostering relationships with teacher training institutions	<ul style="list-style-type: none"> Number of Student Teachers at SHC Engagement in university initiatives and partnerships 	<ul style="list-style-type: none"> Join the Auckland University school-based teacher training programme Join The Teachers Institute school-based programme Marketing 	<ul style="list-style-type: none"> Securing quality student teachers Time and resources required from HODs and departments 	<ul style="list-style-type: none"> The school has built a relationship with the teacher’s institute. More training staff with the school for a longer period building connections to the school.

Staff PD	<ul style="list-style-type: none"> Review and feedback PLD budget review and engagement 	<ul style="list-style-type: none"> Highlighting relevant PLD opportunities to staff Focus on the Science of Learning, Special Character, Cultural awareness in weekly PLD sessions 	<ul style="list-style-type: none"> Time to cover all PLD areas Resourcing and relief cost to accommodate all PLD requests 	<ul style="list-style-type: none"> Foster a culture of PLD for staff. Approve staff PLD in support of the strategic objectives.
Staff Retention	Turnover of staff	Finding ways to show appreciation - Extra mile; no call back days etc. Morning teas, Good measures to support staff	Time to implement opportunities for connection.	<ul style="list-style-type: none"> Focus on staff wellbeing and culture to provide a professional environment that staff want to be involved with. Providing staff with the opportunities to lead and be involved with various areas of the school. Appraisal – listening and supporting individual career goals.

Strategic Goal - Leadership

Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
Leadership cohesion	<ul style="list-style-type: none"> Feedback/Review Progress in identified areas 	Opportunities scheduled for collaboration in meetings working for solutions of key issues	Time to focus on this area as a group.	<ul style="list-style-type: none"> Connection of key leadership groups in fortnightly and weekly meetings. i.e SLT, WLT, HOD and Deans. Opportunities provided for leaders to attend
Leadership opportunities and capabilities	<ul style="list-style-type: none"> Discussions between leadership and staff Staff engaging in opportunities and PLD 	Continue to provide pathways for leadership training	Time and space to implement and run initiatives	<ul style="list-style-type: none"> Build staff culture through connection opportunities i.e athletics day, pink shirt day, luncheons, dinners. EAP services Access to onsite health centre, physio and counsellors.

Strategic Goal – Staff Wellbeing				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
Identify initiatives that increase productivity and contribute to a healthy environment	<ul style="list-style-type: none"> • Feedback/Review • Staff attendance 	<ul style="list-style-type: none"> • Continue to look at ways to support all staff, i.e. workstation assessments • Continue support of staff going through challenging times. 	Time and space to implement and run initiatives	<ul style="list-style-type: none"> • Build staff culture through connection opportunities i.e. athletics day, pink shirt day, luncheons, dinners. • EAP services • Access to onsite health centre, physio and counsellors.



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RESOURCING THE FUTURE - FUNDING

Strategic Goal – Financial modelling and future funding streams

Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
<p>Joint Projects - Continue to work with the SHCL to identify funding opportunities and where feasible, develop mutually advantageous projects.</p>	<p>Maintain working capital and increase collection rates. Additional funding from working capital remitted to SHCL to fund projects.</p>	<p>Collection rates as at 31 December 2025 were 92.4%, exceeding the 2024 rate and marginally below the set target.</p> <p>From December 2024 to December 2025, working capital declined as funds were remitted to SHCL to support special capital projects, including the Science Centre, fields upgrades, and significant leasehold improvements in hostel-occupied spaces.</p>	<p>Although cost of living pressures continued to impact family budgets, the Finance team's approach of meeting individually with new families and regular communication proved highly effective, directly contributing to the improved collection rate in 2025.</p> <p>Costs escalated across all areas, driven by supplier price increases, increased staffing and curriculum costs to meet roll growth demands, and the school's largest grounds maintenance contract entered into from October 2025 following the fields refurbishment. Combined with funding remitted to SHCL, this made for a tight operating year. Despite these pressures, the school recorded a small surplus.</p>	<p>The Finance team will continue to meet with every "new to school" family to discuss financial contributions and commitments to the College. Building on the improved collection rates achieved in 2025, the focus will be on closing the gap to achieve target through maintaining open and proactive communication with families.</p> <p>The level of funding remitted to the Proprietor was reviewed and reduced in 2026, easing pressure on the operating budget.</p>

<p>Increased funding from existing sources and increased percentage of income generated outside of government funding and internal streams of revenue</p>	<p>Increased International student numbers.</p> <p>Increase in revenue generated from facilities hireage.</p>	<p>47.75 FTE international students in 2024 and 70 in 2025.</p> <p>Significant growth in facilities hireage revenue was achieved in 2025, with increased bookings from large and complex groups driving a strong improvement in overall hireage income.</p>	<p>The significant growth in international student numbers placed increased demand on departmental resourcing. Accommodation also presented a challenge, with the hostel company's cap on international boarders limiting capacity, and subject availability occasionally preventing the school from meeting the specific needs of prospective students.</p> <p>Managing the growth in facilities hireage presented challenges around staffing availability and scheduling conflicts with school activities. A significant large-group event highlighted the operational complexities of full facility takeovers, including demands on infrastructure, noise management, and grounds maintenance. Balancing revenue generation against the operational impact and wear and tear placed on facilities remained an ongoing consideration.</p>	<p>The target is to grow international student numbers to 80 FTE, building on the momentum of the Headmaster and International Director's overseas engagement with agents and the developing partnership with a school in Japan. Work will continue to expand the homestay network to support accommodation demands.</p> <p>Building on the momentum of 2025, the focus will be on continuing to grow facilities hireage revenue through targeted engagement with suitable groups and events.</p>
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Strategic Goal – External Partnerships				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
	Increase in revenue generated from uniform sales.	<p>Uniform sales exceeded budget expectations in 2025. A significant milestone was the completion of an RFP process resulting in the appointment of a new sports uniform supplier. The uniform committee invested considerable time in developing new designs, laying the groundwork for the rollout planned for 2026.</p> <p>The need to improve strategy around grant funding and sponsorships was identified, and a committee was established to develop a unified approach. The committee has met regularly to explore pathways and has begun engaging with various stakeholders. Funding is required to appoint a dedicated administrator to support this work.</p>	<p>The primary challenge during the transition to the new sports uniform supplier was managing existing stock levels, with insufficient sizes of the old uniform range creating some mismatch heading into 2026. Notwithstanding this, the supplier transition itself has been seamless, with excellent service levels and communication making for a positive and frustration free experience.</p> <p>While funding opportunities exist, the school has not been sufficiently proactive in pursuing grants and sponsorships in a coordinated way. Individual sports committees have managed fundraising independently, with varying levels of success, and all face pressure to support their own programmes. School leadership recognises the value of these committees but acknowledges the need to reduce fundraising stress through a unified approach, supported by clear policies and procedures. Work is also underway to identify the school's available assets, including marketing and sponsorship opportunities, to better leverage what the College has to offer.</p>	<p>The new sports uniform designs will be rolled out to premier teams in 2026, with remaining teams transitioned progressively throughout the year. A new reversible PE/house top and updated gear will be ready for new entrant fittings in October 2026, ensuring all students are equipped with the refreshed sports uniform range.</p> <p>The focus for 2026 will be on progressing the unified approach to grant funding and sponsorships, with the appointment of a dedicated administrator to drive activity. The committee will continue to engage with stakeholders and work toward securing funding opportunities in a more proactive and structured manner.</p>



SACRED HEART COLLEGE ANNUAL IMPLEMENTATION PLAN – 2026

RESOURCING THE FUTURE - INFRASTRUCTURE

Strategic Goal – Property Master Plan & Priority Building Projects

Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
<p>Science Block - Design and build a Science Block to support a strong future focus of STEM. Facilities to include space for an Archives Room.</p>	<p>The Science Centre is designed, built, and delivered on time, within budget, and fit for purpose to support the school's future STEM focus.</p>	<p>The \$20 million Science Centre was delivered to the school on 3 October 2025. The school successfully mobilised furniture, equipment, resources and completed the internal fitout, enabling the space to be fully utilised from the start of Term 1 2026. The Archives room is incorporated within the Centre and whilst the space is available, the furniture fitout remains ongoing.</p>	<p>As the Science Centre is located in the heart of the school, comprehensive access and health and safety plans were a priority throughout the construction period to ensure the safety of students and boarders at all times. The period following handover was demanding, with a number of uncompleted works and an ongoing defects list requiring remedial attention while the school simultaneously mobilised for occupation. The safe and timely relocation of chemicals also required careful planning and coordination. Major wooden panelling replacement works remain outstanding, though these do not impact the use of the space.</p>	<p>The Science Centre was successfully delivered on time and on budget. The Centre was timetabled and fully occupied from the start of 2026. Ongoing remedial and defect works will continue to be managed, with the major wooden panelling replacement to be completed in due course.</p> <p>The Archives room furniture fitout will be progressed and completed during 2026.</p>

<p>Refurbish existing science labs and convert redundant science spaces into general purpose classrooms to support roll growth and curriculum delivery.</p>	<p>Four general purpose classrooms are delivered at the start of Term 1 2026 and three refurbished science labs are completed and operational at the start of Term 2 2026.</p>	<p>Following delivery of the Science Centre in October 2025, work commenced immediately on the refurbishment of three existing science labs and the conversion of a further three science labs and a science tech room and offices into four general purpose classrooms.</p>	<p>The works commenced immediately after the Science Centre handover, requiring careful coordination and staging whilst the school was in operation. The timeframe was demanding, with roll growth creating an urgent need for the general purpose classrooms to be ready for the start of Term 1 2026, leaving little margin for delay. As with the Science Centre, the location of the works within the heart of the school meant that access and health and safety plans were a priority to ensure the safety of students and boarders throughout.</p>	<p>The four general purpose classrooms were delivered and ready for use at the start of Term 1 2026. The refurbished science labs were on track to be completed and operational at the start of Term 2 2026.</p>
<p>Outdoor Areas - Upper Quad redevelopment for improvement of shade and seating for students all year round.</p>	<p>Seating improvements are completed, and funding is secured for shade sail installation to provide students with a comfortable outdoor space all year round.</p>	<p>Following the completion of stair replacements in Kalaugher Block, additional seating was successfully installed in the Upper Quad, with students making good use of the improved space. Shade sail installation is yet to be completed pending funding.</p>	<p>The full redevelopment of the Upper Quad was constrained by funding availability, with shade sails unable to be installed within the current budget. Sequencing of works, with seating dependent on the completion of the Kalaugher Block stair replacements, also impacted the timeline.</p>	<p>The school's capital focus for 2026 is directed toward the Sports Complex development. However, grant funding opportunities will be explored to progress the shade sail installation and complete the Upper Quad redevelopment.</p>
<p>Field upgrade and digital screens</p>	<p>New drainage and irrigation system to fields with change in playing surface for premier fields. Installation of two digital screens.</p>	<p>Stage 1 of the premier field upgrade was completed by the start of Term 2 2025, with Stage 2 deferred to Term 4 to accommodate winter sports. During Term 4, the discovery of volcanic rock at shallow levels required a redesign of the drainage system, with a pipeless drainage solution agreed upon and installed. The fields continue to be carefully managed through dedicated</p>	<p>The project presented several significant challenges. Allowing sufficient time for the new grass to matt and establish, while simultaneously developing the new grass cricket block and accommodating winter sports use, required careful scheduling. The discovery of volcanic rock during Term 4</p>	<p>The fields will continue to be carefully managed through a dedicated maintenance programme to establish and improve the playing surface. The hazard identified will be addressed through additional sand application</p>

		<p>maintenance to establish and improve the playing surface over time.</p> <p>Two large digital screens were successfully installed and are now in use across rugby, football and cricket, proving to be a fantastic enhancement to the facilities.</p>	<p>works necessitated a full redesign of the drainage system, resulting in a pipeless solution being adopted. The lateral drain lines on Rugby 3 and 4 fields are sunken and have been identified as a hazard, requiring additional sand top up remedy.</p>	
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Strategic Goal – Environmental & Sustainable				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
Sports Centre - Develop concepts to redevelop the gymnasium to a Sports Centre and equip it to the level of a high performing boys' school.	Progress the Sports Centre redevelopment from concept through to detailed design, with a funding strategy in place to support delivery.	Following a competitive tender and presentation process, architects were engaged. A design group was established to define the scope of the Sports Centre redevelopment. The concept design stage was successfully completed, marking a significant milestone in progressing this major development.	<p>A key challenge was reaching agreement on the location of the Sports Centre, with two viable options generating varying opinions among stakeholders. Working through this process took time and contributed to a minor delay to the overall programme.</p> <p>Funding and scope also presented significant challenges, with the initial project valuation of \$35 million requiring a value engineering exercise in 2026.</p>	<p>A value engineering exercise will be completed to bring the project to \$30 million. The project will progress through preliminary, developed, and detailed design stages in 2026.</p> <p>A construction team will be appointed, and a funding drive will be launched through the Development Foundation to support delivery of what will be the most ambitious capital project in the College's history, a world class Sports Centre befitting a high performing boys' school.</p>
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.	The Student Centre redevelopment was successfully delivered across two levels. Upstairs, the International Centre was relocated and refurbished to include a dedicated classroom, offices, a meeting room and a small kitchen area. Downstairs, a Wellbeing Centre was established comprising three counselling offices, a	<p>Funding the full scope of the refurbishment and fitout works required careful budget management across all elements of the project.</p> <p>Timing and staging presented significant challenges, with the existing guidance counsellor area flooding and international student numbers increasing, creating urgency around the delivery of the new spaces. The</p>	

		<p>physiotherapy space, a new kitchen, a quiet space and a meeting room. Existing toilets were also reconfigured to meet accessibility requirements. Two additional new classrooms were also delivered as part of the project. All spaces required significant refurbishment and fitout works, with a new ramp installed to ensure full accessibility compliance.</p>	<p>refurbishment of the counselling area also required staff to temporarily relocate to alternative spaces, adding complexity to the staging and sequencing of works. Ensuring full accessibility compliance throughout was a further key consideration, driven by the needs of a staff member using a wheelchair.</p> <p>In 2026, a student using a wheelchair required additional accessibility improvements across the broader site, including ramps to classrooms, a pathway to the outdoor pool and enhanced accessibility across the campus.</p>	<p>Monitor the accessibility improvements delivered across the campus, including ramps to classrooms, the pathway to the outdoor pool and other site enhancements, to confirm they adequately meet the needs of the student. Any further modifications identified will be assessed and addressed accordingly.</p>
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SACRED HEART COLLEGE ANNUAL IMPLEMENTATION PLAN – 2026

ENGAGEMENT OF STAKEHOLDERS

Strategic Goal – Enrolment				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
Maximum Roll Growth	College Roll	Reached our target numbers for new to SHC students in Years 7 & 9.	Due to the unexpected number of students leaving across other year levels, and not refilling those places has meant falling short of our 1450 target	Continue to work towards the Maximum Roll Growth targets
Enrolment Interviews	Number of applications and interviews completed	A continued high number of applications received in Year 7 and Year 9. Interviews successfully completed by Headmaster and supported by Deputy Headmaster, Pastoral and Deputy Headmaster, Boarding.	The volume of interviews to complete in a reasonable timeframe that is expected from parents who are applying to multiple schools.	Introducing a streamlined approach to setting interview times and communicating with prospective families.
Strategic Goal – Parent Relationships				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
Collaborative relationships – regular, clear, relevant communications; and Community engagement	Open rate for communications, attendance for events	Attendance at events and engagement with parents with email communications (83%) continues to be very high.	Volume of communications. Economic climate for affordability to attend events.	Continue to monitor communication data, review events and cost involved
Maximum Roll Growth	High demand for places of enrolment	High number of applications received.	Not all applications convert to enrolment.	Continue with efficient processing of the high volume of applications.
Strategic Goal – Community Profile & Reputation				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
Visibility of achievements	Community engagement	Use of digital signs around the College celebrating student success.	Can be time consuming updating the digital platforms in a regular basis.	Will continue to update as and when content suitable.

Collaborative Relationships - enrolment and other schools	Number of enrolments from feeder schools/Catholic schools. School engagement	Large number of applications come from our local Catholic feeder schools. Work with primary schools for transition support		Continue to monitor the number of applications identified from local Catholic schools. Be available for enrolment questions and support
Marketing Plan – Hostel	Number of enrolments	At, or close to capacity in the Hostel evenly spread across the Year Levels.		Continue with strong Marketing Plan and shared resources across the College and Hostel.



SACRED HEART COLLEGE ANNUAL IMPLEMENTATION PLAN – 2026

DEVELOPMENT & SUPPORT FOR STUDENT WELLBEING

Strategic Goal – Resilient and Supported Students				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
Student Wellbeing and programme development		Pastoral continued to deliver and embed wellbeing programmes which reflected student needs. This included a programme on Emotional Resilience for Year 7 & 8 students; highlighting and affirming student successes and setting academic/sporting goals via Deans/Academic Trackers	<ul style="list-style-type: none"> Funding and time for external presenters Appropriate programmes to meet needs of increasing number of diverse students 	To continue to review and embed relevant and up to date student wellbeing programmes which meet current and wide ranging needs of students
Students sense of belonging – 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 messages of brotherhood where all students feel respected and valued. Key messages and affirmations at both Y7-13 and Year level assemblies. Themes of Inclusion, Respect, Reminder of School Pillars and weekly student voice. Increased numbers of students participating and present at school events.	To continue to cater for the needs of our increasingly diverse student population.	Further work to Enable consolidation and embedding of courses and opportunities within the school environment <i>(The introduction of the William Pike Challenge to cater for Y7-9 needs in 2024 is an excellent example of this)</i>
Keeping current and relevant - 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.	External age appropriate Guest speakers *Police Community Constable *Attitude Group *LovesMeNot *The Light Project *Financial Adviser (seniors)	The time, availability of speakers and identification of appropriate supporting resources. Eg Vaping Support Mental Health Support Travellers	Ongoing growth of existing programmes Implementation of Digital Wellbeing programme. (SchoolTV)

	Use of external agencies to support wellbeing/ self-management, resilience, student feedback. New programmes and initiatives, eg mana rangatahi, Genesis and Ez2 Education	Outward Bound, William Pike, Rotary, RYPEN etc. Use of external agencies to support wellbeing/ self-management, resilience, student feedback. New programmes and initiatives, eg mana rangatahi, Genesis and Ez2 Education Implementation of Public Speaking Workshops for student leaders		
Student Safeguarding – 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’.	Childsafeguarding 2025 Child Safeguarding week - Child Safety presenter – Sharing of resources (Child Safety video) and reminders to all staff. Webinar presented to staff in 2025 to refresh PD.		Ongoing. Child Safety/Student Safeguarding awareness/PD to be embedded as part of school wide PD.

Strategic Goal – Student Services				
Strategies/Actions/Projects	Measures	What we achieved in 2025	Challenges	Implementation for 2026
Deans Network Support 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	He tangata He tangata he tangata Strong collegiality between Deans and Pasifika Dean Deans and Kaiawhina Strong links with Careers and Guidance/Learning Support Strong student engagement – completion of PLD – school wide and MOE assisted Homeroom guidelines reference sheet provided Deans courses – eg difficult conversation, the role of a Dean, Restorative meetings.	<ul style="list-style-type: none"> • A student population which is becoming increasingly complex • Staff being consistent with standards • Consistent school wide approach required 	Deans Professional Development to support staff and meet student demands.
Student Centre - Centralised student focussed facilities with a	Researching and development of a student focussed centre for 2025	The Student Wellbeing Centre was opened in Term 3 2025. This	Management and embedding of operational	To continue to embed new systems

holistic view to support students, which includes Health Centre and Physio, Guidance Counsellors, International Students Office.		houses Guidance Counsellors and Physio, with International Students office above, and Health Centre in close proximity	systems to reflect the new environment	(operational/student) to timely manage student list, support and address student needs
<p>Cultural Capacity- Catering for the needs of Māori/Pacific students. Enhancing cultural capacity with community providers and partnerships Links to external agencies – ACES, Fono, MPP</p>	<p>Respecting and celebrating diversity (students to feel valued Acknowledging cultural diversity</p> <ul style="list-style-type: none"> • Cultural inclusiveness threaded throughout all area • Celebration of student success for all 	<p>Catering for the needs of Maori/Pacific students. Enhancing cultural capacity with community providers and partnerships Students involved in wide aspects of school life. Opportunities offered to all at SHC are culturally inclusive. Examples of this include the accessibility of Spirit of Adventure Sailings, Rotary Courses. Maori/Pasifika achievements and academic data Matariki/Teuila/Fono/tongan evenings</p>	<p>Students not having devices (not prioritised by families) Students lacking parenting focus/time Parents not fully understanding NCEA. Students becoming time poor by being over committed/disorganised/unable to prioritise/financial</p>	<p>2025 Increased numbers to PILOT Increased opportunities for TOLOA Stem Ongoing increased levels of participation and academic performances. Programme of speakers, topical information Use of School Communications as a vehicle to reach all in community</p>