

SHGC Strategic Plan 2026 – 2028 Supplementary Information

Vision Statement

Living by Gospel values, we strive for personal excellence.

Summary of the information used to develop this plan/How did you create this plan

In putting together our new Strategic Plan (2026-2028), the SHGC Board has used voice from our initial community consultation in 2024 and our community consultation on the draft plan in 2025. We have consulted with the Palmerston North Diocese Education team, our RNDM Mission Sisters, our Staff and kaumatua. We have also had the guidance of ERO, the Springboard trust and the Māori Achievement collaborative. This plan builds on our rich Catholic heritage as an RNDM College, strengthening and enhancing the legacy left by those who came before us and adapting to ensure we are future focused and well grounded. Contemplation, Communion and Mission provide a framework for the charism of our Mission Sisters, and we have adopted this framework for our Special Character goals over the next 3 years. We have woven together our teaching and learning goals with hauora as we know that students need both to make the most of their opportunities at school. Finally, we have recommitted to ensuring a focus on improving our understanding and use of Te Reo me ōna Tikanga at Manawa Tapu.

Strategic Goals	Which Board Primary Objective does this strategic goal work towards meeting?	Links to Education requirements	What do you expect to see?	How will we achieve or make progress towards our strategic goals?	How will you measure success?
He aho Katorika: To strengthen experience of Contemplation, Communion and Mission	The school is inclusive and caters for students with differing needs and different cultural diversity	Education and Training Act 2020 s139 (3c): ensure that the plan reflects the school's special character	<p>We provide a genuine encounter with Jesus Christ and create a deep desire to grow in knowledge of Christ bringing Catholic faith, culture and life into harmony. We communicate Christ's Gospel of love, mercy and justice in both word and deed.</p> <p>We are living out the principles of Catholic Social teaching, including preferential option for the vulnerable and solidarity. (https://www.caritas.org.nz/catholic-social-teaching)</p> <p>We are strengthening our understanding of the charism of our founders, the Sisters of the Lady of the Missions (RNDM) charism. – Contemplation, communion and Mission.</p>	<p>We will focus on one of Contemplation, Communion and Mission in each of the 3 years of the strategic plan.</p> <p>In 2026, we begin with a focus on Mission and will intentionally strengthen opportunities for service and volunteering in our community both through Religious Studies programmes and extra-curricular activities.</p> <p>We will review our Manawa Mission (PB4L) reward system.</p> <p>We will undertake internal evaluation against Special Character Dimension 3 Christian Witness – Partnerships, Service and Outreach, Pastoral care.</p>	<p>Community surveys and other opportunities to share voice.</p> <p>Student uptake of service opportunities</p> <p>Special Character internal evaluation.</p>
He aho manawanui: To strengthen engagement and resilience in our learners.	<p>The school is physically and emotionally safe, gives effect to student rights and takes all steps to eliminate all forms of discrimination.</p> <p>Every student is able to attain their highest possible standard in educational achievement. Taking all reasonable steps to make instruction available in Te Reo Māori me ōna tikanga. Achieving equitable outcomes for Māori students.</p>	<p>Implement changes to national curriculum.</p> <p>Implement newly introduced assessment and reporting requirements</p> <p>Implement Attendance Management Plan</p>	<p>We respect each other's human dignity as each of us is made in God's image.</p> <p>Improved student attendance and engagement.</p> <p>Student uptake of our pro-active anti-bullying reporting tools.</p> <p>Strong pastoral relationships in Manaaki classes.</p> <p>Teachers know their learners and all students are engaged with their learning.</p> <p>Students feel safe and supported at school.</p> <p>An effective reporting structure to keep students and whānau informed about the student's learning progress.</p>	<p>Data informed teacher practice using class profiles.</p> <p>Professional learning for teachers to create action plans based on class profiles using both academic and pastoral data.</p> <p>Refining our academic and pastoral reporting indicators.</p> <p>Refining and reviewing our new pastoral initiatives and programmes.</p> <p>Full implementation of our Attendance Management Plan</p>	<p>Attendance rates</p> <p>Surveys – NZCER, Stymie, Kiva, teacher practice, pastoral</p> <p>Student achievement data: NZQA and PAT initially</p>
He aho kaupapa Māori To grow respect and understanding of Te Reo Māori me ōna tikanga.	The school gives effect to Te Tiriti	<p>Ka Hikitia</p> <p>Ensuring our school has provision to teach Te Reo Māori and tikanga</p>	<p>Authentic connections with iwi, hapū and whānau to work for the common good and promote peace in solidarity with our mana whenua living out Te Tiriti o Waitangi.</p> <p>Te Reo Māori is spoken in our kura frequently.</p> <p>All students have access to learning Te Reo Māori me ōna tikanga.</p> <p>We embrace Katorika Māori as a Catholic Special Character school.</p>	Develop a sustainable strategy for our community (staff and students) to learn and use Te Reo Māori me ōna tikanga.	<p>Community surveys</p> <p>Special Character evaluation.</p>