



CARMEL COLLEGE

# Strategic Framework 2024-2026

## Our vision

Empowering young women through a Catholic education in the Mercy tradition to pursue personal excellence and to challenge and shape the future.

## Motto

Mana Maria 'Mary as our Guide'.

### Respect • Whakaute

We show respect when we: affirm the dignity of each person; celebrate the uniqueness of individuals; and care for Creation.

#### Strategic Goals

A culture of respect in which:

- 1 Every learner, staff member, and member of the school community respects themselves, each other, and their environment.
- 2 Mutually respectful relationships are established and sustained between students, teachers, school leadership, other staff, the board and whānau to foster inclusion and acceptance.

### Confidence • Whakamanawa

Carmel College learners are confident, resilient, adaptable challenge seekers who are empowered to try new things.

#### Strategic Goals

A school culture that:

- 3 Supports every learner to embrace challenges and develop resilience, including overcoming the fear of failure.
- 4 Sets high expectations for every student and supports them to achieve their goals and strive for personal excellence.

### Catholic Character

The Catholic character and Mercy Charism are central to all that we do.

Carmel College Catholic character is understood by the community and its influence can be seen at our school.

### Learning & Teaching

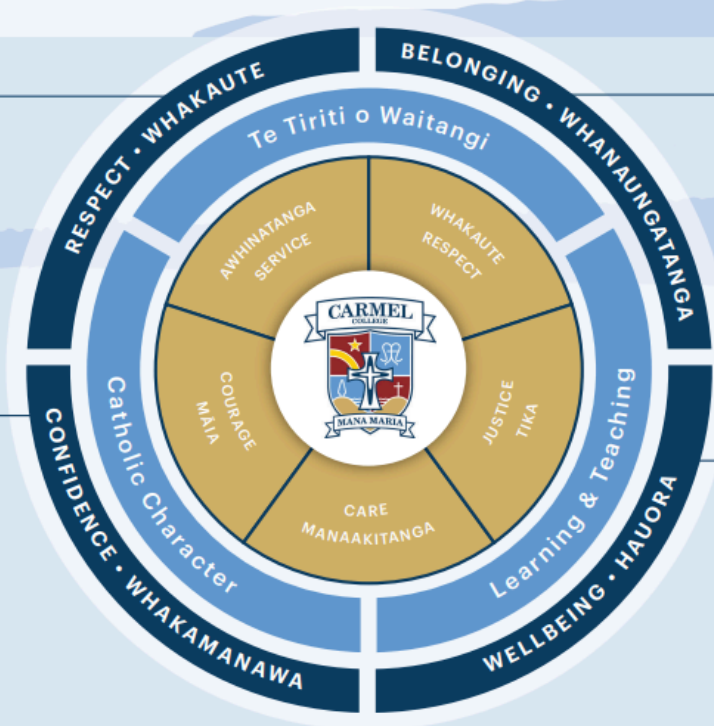
All learners are engaging in quality learning and teaching to achieve personal excellence and be learners for life.

Every student is supported to engage in learning to allow them to strive for personal success in the classroom.

### Te Tiriti o Waitangi

As a Crown partner, we are committed to honouring Te Tiriti o Waitangi and incorporating Te Ao Māori across our school.

Carmel College honours Te Tiriti o Waitangi in every governance and operational decision made, including how Te Ao Māori is incorporated across the school.



### Belonging • Whanaungatanga

Fostering a sense of belonging at Carmel College within which all ākonga, staff and whānau feel included, accepted and safe.

#### Strategic Goals

At Carmel College:

- 5 Students' sense of belonging is fostered through an engaging, cohesive, purposeful atawhai system within which every learner is safe, feels accepted and has opportunities to connect with other learners.
- 6 Learners have access to a wide range of opportunities, including subject choices, service in the community, extracurricular opportunities, and inter school activities, to support every ākonga to find their place at our school and beyond.

### Wellbeing • Hauora

All ākonga and staff are valued as individuals and supported to be engaged learners who achieve their personal best.

#### Strategic Goals

A school environment where:

- 7 Ākonga and staff wellbeing is supported through pastoral support systems, education programmes and meeting individuals' needs.
- 8 Every learner's growth and success is recognised and celebrated.

## 2025 Implementation Plan Summary

**Carmel College Strategic Plan 2024 - 2026**

*Vision: Empowering young women through a Catholic education in the Mercy tradition to pursue personal excellence and be prepared to challenge and shape the future*

*Motto: Mana Maria; Mary as our guide*

Awhinatanga | Service

Whakaute | Respect

Tika | Justice

Manaakitanga | Care

Māia | Courage

Goal	Respect   Whakaute	Belonging   Whanaungatanga	Wellbeing   Hauora	Confidence   Whakamanawa
<b>Definition</b>	<i>We show respect when we: affirm the dignity of each person; celebrate the uniqueness of individuals; and care for Creation.</i>	<i>Fostering a sense of belonging at Carmel College within which all ākonga, staff and whānau feel included, accepted and safe.</i>	<i>All ākonga and staff are valued as individuals and supported to be engaged learners who achieve their personal best.</i>	<i>Carmel College learners are confident, resilient, adaptable risk takers who are empowered to try new things.</i>
<b>Strategic goals</b>	<p>A culture of respect in which:</p> <ul style="list-style-type: none"> <li>- Every learner, staff member, and member of the school community respects themselves, each other, and their environment. (NELP 1)</li> <li>- Mutually respectful relationships are established and sustained between students, teachers, school leadership, other staff, the board and whānau to foster inclusion and acceptance. (NELP 2)</li> </ul>	<p>At Carmel College:</p> <ul style="list-style-type: none"> <li>- Students' sense of belonging is fostered through an engaging, cohesive, purposeful atawhai system within which every learner is safe, feels accepted and has opportunities to connect with other learners. (NELP 1)</li> <li>- Learners have access to a wide range of opportunities, including subject choices, service in the community, extracurricular opportunities, and inter school activities, to support every ākonga to find their place at our school and beyond. (NELP 7)</li> </ul>	<p>A school environment where:</p> <ul style="list-style-type: none"> <li>- Ākonga and staff wellbeing is supported through pastoral support systems, education programmes and meeting individuals' needs. (NELP 3 &amp; 6)</li> <li>- Every learner's growth and success is recognised and celebrated.</li> </ul>	<p>A school culture that:</p> <ul style="list-style-type: none"> <li>- Supports every learner to take risks and develop resilience, including overcoming the fear of failure.</li> <li>- Sets high expectations for every student and supports them to achieve their goals and strive for personal excellence. (NELP 2)</li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Refinement of the common understanding and use of the Respect Matrix and restorative practice across all stakeholders</li> <li>- Environmental: Te māra āwhina (school garden) development to continue.</li> <li>- Implementation of a cohesive recycling programme</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable restructure to allow for development of Atawhai</li> <li>- Increased visibility of Te Reo Māori and Mātauranga Māori</li> <li>- Greater engagement of Pacific students in the wider life of Carmel</li> </ul>	<ul style="list-style-type: none"> <li>- Develop framework to support students and staff to achieve their personal best</li> <li>- Review how students success is recognised and celebrated across the school- academic, sports, art and cultural achievements, including students reaching their personal best</li> </ul>	<ul style="list-style-type: none"> <li>- Implement a collective responsibility approach to provide cohesive well rounded support for individual learners</li> <li>- Develop a frameworks for staff and students that supports leadership growth opportunities</li> </ul>

<b>What we expect to see</b>	<ul style="list-style-type: none"> <li>- An embedded culture of respect that sits alongside school values is implemented consistently across the school</li> <li>- Environmental inventions and practices</li> </ul>	<ul style="list-style-type: none"> <li>- Daily structure align with strategic priorities and enable our strategies</li> <li>- Increased participation</li> </ul>		<ul style="list-style-type: none"> <li>- Target groups identified and programmes of support developed</li> <li>- Professional development and learning opportunities for staff</li> </ul>
<b>Measures</b>	<ul style="list-style-type: none"> <li>- Pastoral care data</li> <li>- Anecdotal evidence</li> </ul>	<ul style="list-style-type: none"> <li>- Staff and student voice</li> <li>- Atawhai review</li> </ul>	<ul style="list-style-type: none"> <li>- Staff and student voice</li> <li>- Increase in diversity of recognition in formal settings</li> </ul>	<ul style="list-style-type: none"> <li>- Engagement and participation data</li> <li>- Achievement recognition data</li> </ul>

<b>Enabler</b>	<b>Catholic Character</b>	<b>Learning and Teaching</b>	<b>Te Tiriti o Waitangi</b>
<b>Definition</b>	<i>The Carmel College special character is understood by our community and visible in all that we do.</i>	<i>All learners are engaging in quality learning and teaching to achieve personal excellence and be learners for life.</i>	<i>As a Crown partner, we are committed to honouring Te Tiriti o Waitangi and incorporating Te Ao Māori across our school.</i>
<b>Strategic goals</b>	<ul style="list-style-type: none"> <li>- The Carmel College special character is understood by the school community who can clearly see its influence at our school.</li> </ul>	<ul style="list-style-type: none"> <li>- Every student is supported to engage in learning to allow them to strive for personal success in the classroom. (NELP 4)</li> </ul>	<ul style="list-style-type: none"> <li>- Carmel College honours Te Tiriti o Waitangi in every governance and operational decision made, including how Te Ao Māori is incorporated across the school. (NELP 5)</li> </ul>
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Continuing to develop opportunities for students and staff to experience spiritual growth (Dimension 1: Te Tūtaki ki a Te Karaiti- Encounter with Christ)</li> <li>- Recruitment and retention of Religious Education teachers (Dimension 4: Safeguarding and Strengthening Catholic Character – Te Kaitiakitanga me te Whakapakari I te Tuakiri Katorika)</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion of UDL in alignment with NZC refreshment guidelines in unit planning</li> <li>- Develop a consistent, collective approach to numeracy teaching</li> <li>- Develop a consistent, collective approach to literacy teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Continued cultural competency understanding through professional development</li> <li>- Introduction of Poutama Reo, language acquisition initiative</li> <li>- Curriculum programmes that integrate mātauranga Māori</li> </ul>
<b>What we expect to see</b>	<ul style="list-style-type: none"> <li>- Existing opportunities to be embedded into the daily life of Carmel, whilst providing space for new experiences</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of UDL practices embedded in unit and lesson planning</li> <li>- Consistent teaching approaches</li> </ul>	<ul style="list-style-type: none"> <li>- Increase confidence and proficiency among staff of Te Reo through the Poutama Reo language initiative</li> <li>- Curriculum programmes that encompass a Māori world view</li> </ul>
<b>Measures</b>	<ul style="list-style-type: none"> <li>- Participation data</li> <li>- Staff retention data</li> </ul>	<ul style="list-style-type: none"> <li>- Achievement data</li> <li>- Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>- Department unit plans</li> <li>- Teacher observation</li> </ul>