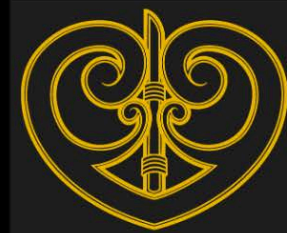




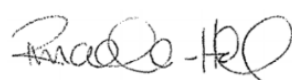
Te Kāreti o Garin

Strategic Plan 2024 - 2026

Annual Implementation Plan 2026



*“Te waahi tapu o te ako i te Papa Garin -
- the sacred learning grounds of Father Garin”*

Principal Endorsement	John Maguire 
Board Endorsement	Ros Allen-Hall 
Submission to the Ministry of Education	31 March 2026

In 2026 a full community consultation will be undertaken for our long term strategic planning and goals. Any change required by government direction in 2026 will be central to the final Strategic Plan.



TE KĀRETI o GARIN

GARIN COLLEGE

Founded in 2002, Te Kāreti o Garin is the Catholic Co-Educational Secondary State Integrated College of the Archdiocese of Wellington in Te Tau Ihu (top of the South Island), providing excellence in Catholic education for both the local urban and rural communities. The College educates learners in years 9 to 13, with a roll of approximately 640 students, including 13% Māori, 2% Pacific, 62% NZ European, 20% Other, and 3% International students (maximum roll 670). Equity Index (EQI) 429.

Garin College Hostel provides accommodation for up to 56 boarders and maintains strong connections with the wider community across Te Tau Ihu (Nelson, Tasman, Marlborough, Kaikoura, Buller/Westport) within the Catholic Archdiocese of Wellington. Archbishop Paul Martin S.M. is the proprietor of the College. The College has an international student strategy target of 20 enrolled students in 2026.

Throughout its twenty-four-year history, Garin College has built a strong reputation for excellence in education grounded in faith and lived gospel values. The College emphasises positive learner relationships between teachers, students, and whānau; the promotion and development of leadership; learner hauora through strengths-based wellbeing and restorative practice; kaupapa Māori; excellence in teaching and learning; and mentoring and coaching. Learners are empowered to succeed in academics, performing arts, kapa haka, sport, culture, service, and leadership.

With extensive facilities and modern buildings located alongside Saxton Field- Nelson Tasman premier sports venue. Garin College provides a well-established, enabling learning environment that supports achievement, engagement, and the holistic development of all ākonga.





Garin College - Kāreti o Garin – Strategic Plan 2024 – 2026

Motto – Faith & Wisdom

Ko te whakapono, ko te mātauranga, ko te ātua



Mission – We are a Catholic community striving to grow as a centre of excellence for Education and Faith development in Aotearoa

Vision – Our graduate students will be Christ-centred people of faith who action this through love and wisdom within their community

Values – **Generosity** (*Compassionate, Charitable, Selfless, Serving, Kindness*), **Aroha** (*Loving, Compassionate, Mana enhancing, Dignity Respecting, Inclusive*), **Rangimarie** (*Peaceful, Respectful, Merciful, Empathetic, Calm*), **Integrity** (*Honest, Reliable, Respectful, Authentic, Fulfilled*), **New Life** (*Forgiving, Restorative, Hopeful, Renewed, Enlightened*), **Generosity** (*Compassionate, Charitable, Selfless, Serving, Kindness*)

Te Tiriti o Waitangi – Taking responsibility for Te Tiriti o Waitangi through embedding Mātauranga Māori, Mana Ōriti, Tikanga Māori, kaupapa Māori, Te reo – Ngā Kawatau me ngā Tūmanakotanga o Te Tau Ihu – The Aspirations and Expectations of Te Tau Ihu

Wairua Ora Wellbeing (Objective NELPS) 1

- Learners with their whānau are at the centre of education.

Strategic Goal

- The human dignity and te mana o te tangata of learners are upheld through lived Gospel values and embedded within the Garin Wellbeing Model
- Learning opportunities are informed by the needs and aspirations of Ākonga and their communities
- Ensure our place of learning is safe, inclusive and free from racism, discrimination and bullying (NELP 1:1)

Ako Learning (Objective NELPS) 2 & 3

- Great education opportunities and outcomes are within reach for every learner through quality teaching and leadership.

Strategic Goals

- To implement Tō Tātou Whakapono the new Religious Education Curriculum demonstrating a commitment to the Catholic social teaching principle of Common Good means working for the good of all people – he painga mā te katoa
- Learning and achievement is enhanced through the comprehensive teacher and professional growth and staff development
- Our Māori Ākonga achievement is co-determined by whānau, hapū and iwi

Whanaungatanga Community (Objective NELPS) 4

- Learning that is relevant to New Zealanders today and throughout their lives.

Strategic Goals

- Facilitate the daily encounter with Christ – Promoting participation – nā te rourou, nāku te rourou – recognising we each have something unique and important to bring to society
- Whānau connection is valued and prioritised to enhance Garin Community

- Enrich and strengthen our relationships through engagement with our Catholic Community



Three essential dimensions woven through Wairua Ora, Ako and Whānaungatanga are;

Mauri Ora

Learners are strong and secure in their cultural identity – *mauri ora*. They thrive when engaged in positive relationships, feel a sense of belonging, and are spiritually and emotionally strong. For Māori, this success enables them to walk confidently, with mana, in Aotearoa New Zealand and beyond (Sir Mason Durie, 2014, 2016).

Knowing Ākonga

Understanding learners' interests, aspirations, and learning needs is central. This is achieved by listening to their voices, engaging with whānau, and analysing achievement, attendance, engagement, and pastoral data. Tracking and monitoring systems guide next steps, ensuring teaching and programmes effectively support learner success.

Catholic Character

Catholic education is about communicating Christ and forming Christ in the lives of learners (Blessed Pope John Paul II). A genuine encounter with Christ inspires a desire to know Him and His teaching. Facilitating this encounter nurtures learners' hearts, minds, and will, giving purpose to their learning, faith, and service (NZ Catholic Bishops Conference, 2014).

TE KĀRETI O GARIN TE AHAU O Ā TĀTOU ĀKONGA - GARIN COLLEGE GRADUATE PROFILE



Te Pae Tahiti

Te Kāreti o Garin te ahau o ā tātou ākonga - Garin College Graduate Profile - Te Pae Tahiti - visualises and communicates our shared understanding as learners, teachers, staff, parents, caregivers, whānau and community of what it is that truly shapes our future-orientated ākonga in what they are to become. Te Pae Tahiti describes what it is our community most values and what we believe. Garin ākonga must learn and develop in, ko te whakapono/faith, ko te matauranga/wisdom, to be Christ-centred people of faith who willingly share knowledge, gifts and talents to serve others in the community beyond Garin College. Te Pae Tahiti, shapes and influences our design for learning and schoolwide planning to ensure learner engagement, achievement and success.

Te Taha Whānau

Larger Koru -

Ngā Mātua - Parents.
Also refers to our Ancestral Parents of Ranginui (left) and Papatuanuku (right).

Smaller Koru -

Ngā Tamariki - Children. Also refers to the original children Tane, Tangaroa and others.

The Thick Outer line -

Tangata Whenua me ngā Tāonga
Tuku Iho - Māori and their culture and values.

The Thin Inner line -

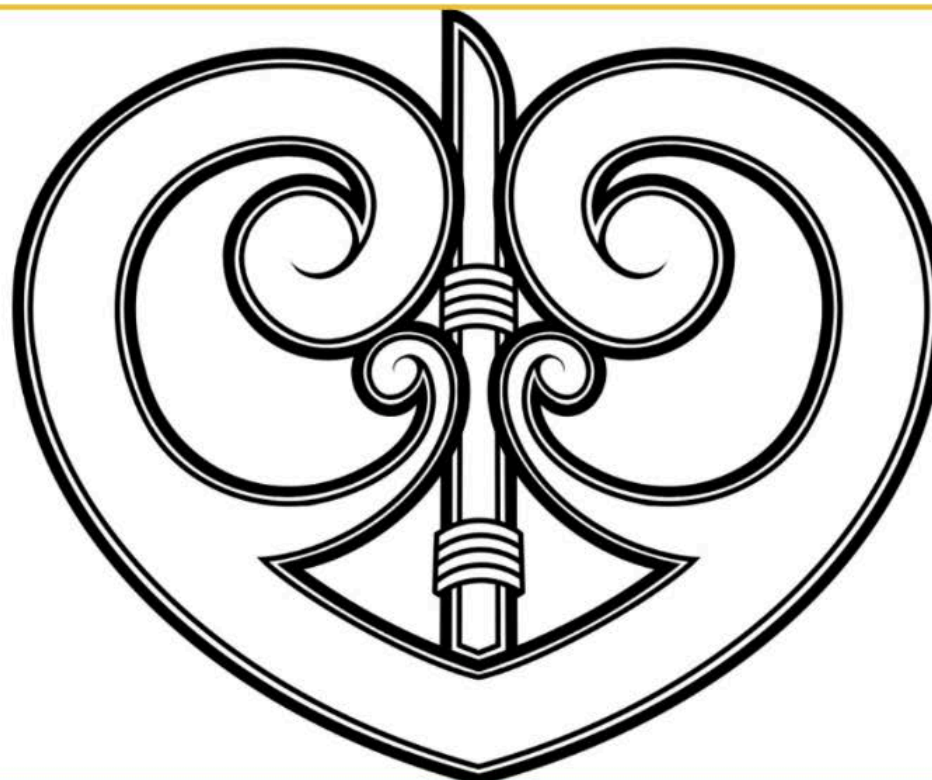
Family culture and values

Interconnection of The Two Koru -

Ako (Learning) Tipu (Growth)
within the family.

Central Pou -

Whakapono, Faith and connection
to the spirit of our creator.



Te Kāreti o Garin

Larger Koru -

Ngā Kaiako - Teachers
Also pays respect to our Ancestral Parents of Ranginui (left) and Papatuanuku (right).

Smaller Koru -

Ngā Ākonga - Students
Also pays respect to their children Tane, Tangaroa and others

The Thick Outer line -

Tangata Tiriti me ngā Tikanga -
Treaty Partners and their culture.

The Thin Inner line -

School culture and values
Interconnection of the two koru - Ako
(Learning) Tipu (Growth) between
teachers and students.

Central Pou -

Whakapono, Faith and connection to
the spirit of our creator in school.

GARIN COLLEGE GRADUATE PROFILE

Te Pae Tahiti



WHAKAPONO

Lives the Garin College values

Respects the dignity of each individual

Lives by the gospel values and catholic social teaching principles

HAUORA

Carries a strong sense of belonging and purpose

Develops interpersonal skills to have positive relationships with others

Aims for optimal physical, social, mental and spiritual health

TIKANGA

Respects Te Reo Māori and tikanga Māori

Honours Te Tiriti by acting on its principles to contribute to a more equitable Aotearoa

Celebrates their cultural identity and their place

AKO

Demonstrates self motivation and resilience in learning

Embraces learning opportunities and academic challenges

Thinks creatively and reflectively about their learning

Strives for excellence in learning

MANAAKITANGA

Acts as a confident, productive and responsible citizen

Develops environmental sustainability

Participates respectfully in the digital world

Uplifts the mana of all



Te Tiriti o Waitangi – Māori Achieving as Māori

Garin College honours Te Tiriti o Waitangi by embedding Mātauranga Māori, Mana Ōriti, Tikanga Māori, Kaupapa Māori, and Te Reo Māori across teaching and learning, aligned with *Ngā Kawatau me ngā Tūmanakotanga o Te Tauihu, Ka Hikitia – Ka Hāpaitia*, and *Tātaiako: Cultural Competencies for Teachers of Māori Learners*.

The College supports Māori learners through appointed Rangatira Māori, including the Māori Dean, Kapa Haka and Whānau Māori leaders, and Te Reo educators. Staff engage in professional development in te reo me ōnā tikanga Māori to strengthen culturally responsive curriculum across all learning areas and year levels.

Learners experience contextual learning through powhiri, mihi whakatau, daily karakia, Te Reo Māori classes (Y9–13), and celebrations such as Te Wiki o

te Reo Māori, Matariki, and Hangi. These initiatives promote te reo fluency, cultural confidence, and respect for Māori values, equipping learners to thrive in a multicultural world.

The College grounds were blessed on 18 January 2001 by Archbishop of Wellington Cardinal Thomas Williams ONZ ChStJ and Archdeacon Harvey Ruru QSM, with the placement of the Kōhatu Mauri and planting of Pohutakawa. The opening ceremony in January 2002 included a powhiri where representatives of the six Tangata Whenua Iwi of the rohe presented *Taonga tuku iho*, transferring traditional stewardship roles to the College community.

Te Wharemaru O Garin, with the Tekoteko o Karaiti, serves as a gathering place for learners to start and end their day, and provides shelter while affirming Māori cultural identity, bi-cultural and multicultural identity, and mana whenua. Surrounding kōhatu represent the College values of Generosity, Aroha, Rangimarie, Integrity, and New Life—grounded, enduring principles that support the College’s spiritual and educational mission.

Te Wharemaru O Garin embodies the integration of Catholic faith and Māori heritage, reflecting the presence and legacy of Bishop Pompallier, Father Garin, Suzanne Aubert, Euphrase Barbier, St Mary McKillop, and Catherine McAuley. Alongside Te Mauri Tapu Religious Education Centre and Kawanga Whare, it supports faith formation, cultural understanding, and the development of ākonga as confident, compassionate, and culturally grounded learners, fully embracing their tūrangawaewae – their place to stand.

CULTURAL DIVERSITY

E ngā hoa aroha, ki te mea i pēnei te aroha o te Atua ki a tātou, he tika anō hoki kia aroha tātou tētahi ki tētahi.

Beloved, if God so loved us, we also ought to love one another. (1 John 4:11)

At Garin College, we hold high aspirations for every learner/ākonga and support them by partnering with whānau and communities to provide education that responds to their needs while sustaining their identities, languages, and cultures (NELP 1, Priority 2). Teachers interpret and adapt the curriculum to meet the needs of all learners, enabling them to acquire the knowledge, skills, and attitudes necessary to thrive in a multicultural world. Our pedagogy encourages learners to understand and respect diverse viewpoints, values, customs, and languages, recognising that ethnicity is only one aspect of diversity and that cultural variation exists within ethnic groups.

Garin College is committed to ensuring that all learners, whether regular students, international students, or exchange students, have access to high-quality, inclusive, and culturally responsive education.

- Teachers and support staff remove barriers to learning for all, including Māori and Pacific ākonga, learners with disabilities, and those requiring additional support.
- Teacher professional growth develops cultural competencies for Māori and Pacific learners, aligned with *Tātaiako* and *Tapasā*, with ongoing reflection on how personal beliefs and practices influence teaching.
- Learning programmes and classroom environments intentionally integrate cultural contexts and provide opportunities for learners to express their cultural values.
- Diversity within cultures is recognised and affirmed, encompassing varied identities, experiences, and strengths across gender, socio-economic background, religion, and talents.
- The College celebrates diversity through opportunities to share languages, cultural experiences, and through student leadership in cultural contexts.
- The dignity of each learner is upheld and valued, with Garin College committed to developing the potential of every student in alignment with the Garin Graduate Profile – Te Pae Tawhiti, in an inclusive and culturally responsive environment.

EQUAL EMPLOYMENT

Garin College operates a personnel policy in accordance with the principles of being a good employer. This policy, which includes the Equal Employment Opportunities programme, is available to all employees, and the College confirms full compliance.

SUPPORTING DOCUMENTATION

Garin College maintains key documentation to ensure curriculum delivery, professional practice, organisational excellence, and strong community partnerships are aligned with our values and educational goals.

Curriculum and Learning

- MOE Paramount Objective & Priority Framework 2025 - Ensure every student attains their highest possible standard in educational achievement.
- ERO - School Evaluation Indicators 2016, ERO - Teaching Observation Framework 2025 - ERO Wellbeing for Success 2016
- Garin College Attendance Management Plan
- *Ka Hikitia – Ka Hāpaitia* (Māori Education Strategy) & *The Pasifika Education Plan (PEP)*
- New Zealand Curriculum (NZC) & NZC Relationships and Sexuality Education
- *Tō Tātou Whakapono* – Religious Education Curriculum for NZ Schools
- NZBC Framing Document – Human Sexuality Education - He Anga Whakamārama, Te Mātauranga Hōkakatanga: He puka ārahi mā ngā hapori Katorika o Aotearoa
- *Ngā Kawatau me Ngā Tūmanakotanga o Te Tauihu* – Aspirations and Expectations of Te Tauihu
- Reporting Policy, Assessment Procedures, Learning Support Guidelines
- Gifted & Talented and Inclusion Guidelines
- Curriculum and Assessment Policies, Learning Area Schemes

Teacher Excellence

- Annual Professional Learning and Development Plan
- Teaching Council of NZ - 2026 Standards for the Teaching Profession.
- Teacher Registration, Professional Growth Cycle, Inquiry Model
- Support Staff Appraisal, Staff Induction, and Beginning Teacher Mentoring

Organisational Excellence

- Annual Budget and expenditure controls
- Ten-Year Property Plan, Cyclical Maintenance Plan
- Self-Review and Evaluation Programme
- Health and Safety Policy and Procedures

Community Partnerships

- Community Consultation Procedures
- Consultation and engagement with the Māori community
- Top of the South Trades Academy Strategic Plan

All school policy and procedure documents are available at www.schooldocs.co.nz Username: garincollege | Password: achieve

Garin College - Kāreti o Garin – Strategic Plan 2024 – 2026

Wairua Ora Learners with their whānau are at the centre of education.	Ako Great education opportunities and outcomes are within reach for every learner through quality teaching and leadership.	Whanautanga Learning that is relevant to New Zealanders today and throughout their lives.
Strategic Goals	Strategic Goals	Strategic Goals
W1 The human dignity and te mana o te tangata of learners are upheld through lived Gospel values and embedded within the Garin Wellbeing Model	A1 To implement Tō Tātou Whakaponu the new Religious Education Curriculum demonstrating a commitment to the Catholic social teaching principle of Common Good means working for the good of all people – he painga mā te katoa	Wh1 Facilitate the daily encounter with Christ – Promoting participation – nā te rourou, nāku te rourou – recognising we each have something unique and important to bring to society
W2 Learning opportunities are informed by the needs and aspirations of Ākonga and their communities	A2 Learning and achievement is enhanced through the comprehensive teacher and professional growth and staff development	Wh2 Whānau connection is valued and prioritised to enhance Garin Community
W3 Ensure our place of learning is safe, inclusive and free from racism, discrimination and bullying (NELP 1:1)	A3 Our Māori Ākonga achievement is co-determined by whānau, hapū and iwi	Wh3 Enrich and strengthen our relationships through engagement with our Catholic Community

Annual Implementation Plan 2026

Wairua Ora - Focus on the well-being of Ākonga through an increase in attendance and identify and reduce barriers to a sense of belonging.

Goal / Target	Actions
Student wellbeing and engagement is enhanced through Restorative Practice – Teacher Professional Development ➤ To strengthen teacher capability in restorative practice, within classroom practice and across all facets of College life ensuring alignment of Teacher Practice with the Garin College Wellbeing Model and the Behaviour Management Plan.	➤ PLD Provider and schedule for sessions confirmed. ➤ Resource and PLD time is prioritised, ensuring dedicated staff meeting time, teacher-only day, and release where required to enable engagement. ➤ Build leadership capability, in senior and middle leaders to lead, model, and monitor restorative practices within their learning areas. ➤ Define what restorative practice looks like in classrooms, ensuring consistency and visibility for learners as aligned with the Behaviour Management Plan.

Through effective teacher application and modelling ākonga grow in their knowledge, understanding and application of Restorative practice aligned within strengths based on wellbeing and lived gospel values. Consistent, strengths-based relational practices aligned with Garin College Values, the College Wellbeing Model, and Behaviour Management Plan, resulting in enhanced learning relationships and improved student engagement.	➤ Providing opportunities for staff to share successful strategies and examples of impact on learner engagement. ➤ Evaluate impact and refine, using student voice, behaviour data, and teacher reflection to inform ongoing improvement and sustainability.
Student wellbeing and engagement is enhanced through Teacher understanding of ‘The Teenage Brain’ – Teacher Professional Development ➤ To strengthen teacher understanding of the adolescent brain and build capacity to respond effectively to learner behaviour in classroom and school contexts, aligned with the Garin College Wellbeing Model, Behaviour Management Plan, and College Values. <i>Through targeted PLD, teachers apply adaptive, relational, and compassionate responses informed by how the teenage brain influences behaviour and regulation. Ākonga experiences consistent, strengths-based interactions that enhance engagement, wellbeing, and positive learning relationships, reflecting lived Gospel values.</i> <i>Ākonga demonstrate increased self-awareness and emotional regulation, engage positively in learning, and contribute to respectful, inclusive relationships within the classroom and wider College community.</i>	➤ PLD provider and schedule confirmed, engaging an external facilitator to deliver a structured programme on adolescent brain development, behaviour, and regulation. ➤ Resource and prioritise PLD time, ensuring dedicated staff meetings, teacher-only days, and release time to enable meaningful engagement and application. ➤ Build leadership capability, strengthening senior and middle leaders to lead, model, and monitor adaptive, relational, and compassionate responses informed by understanding of the teenage brain. ➤ Define effective classroom practice, establishing clear “look-fors” that reflect neuroscience-informed, strengths-based approaches aligned with the Wellbeing Model and Behaviour Management Plan. ➤ Provide opportunities for professional sharing, enabling staff to reflect on practice, share strategies, and highlight impact on learner engagement and wellbeing. ➤ Evaluate impact and refine, using student voice, behaviour data, and teacher reflection to inform ongoing improvement and ensure sustained, consistent practice across the College.
Strengthening Sustainable Pastoral Care and Wellbeing Leadership ➤ To review and strengthen the pastoral care and wellbeing Dean leadership model to ensure effective leadership, clear staff responsibilities, and aligned, sustainable resourcing and systems that support student wellbeing. <i>A coherent and sustainable Dean leadership model is in place, with clear roles, aligned systems, and well-supported staff responsibilities. Middle school leaders provide effective pastoral and wellbeing leadership, teachers contribute confidently</i>	➤ Strengthen the Dean mentoring model by providing targeted Dean Leadership PLD and structured mentoring, capturing effective practice to support induction and ongoing capability building, aligned with <i>ERO Wellbeing for Success (2016)</i>. ➤ Align pastoral systems and processes (e.g. tracking, referrals, and communication pathways) to ensure clarity, consistency, and ease of use for all staff.

<i>within defined structures, and students experience consistent care, feel well supported, and demonstrate improved wellbeing and engagement.</i>	➤ Review and refine resourcing allocation, including time allowances, administrative support, and access to specialist services, to ensure sustainability and equitable support across Dean roles. ➤ Define and communicate staff responsibilities within the pastoral model, ensuring all teachers clearly understand their role in supporting student wellbeing alongside Deans. ➤ Evaluate the effectiveness of the Dean model at key points throughout the year, using staff and student voice to inform ongoing refinement and resourcing decisions.
Student Learning, Achievement and Wellbeing is enhanced through regular school Attendance ➤ Maintain a school-wide regular attendance rate of $\geq 65\%$ across all four school terms in 2026 through proactive monitoring, early identification and intervention for at-risk students, strengthened student engagement and whānau partnerships, and improved visibility and consistency of attendance reporting, in alignment with the Garin College Attendance Policy, Ministry of Education guidelines, and compliance with Section 42. Baseline (2025) ➤ <i>Regular attendance (90%+): 54.3%</i> ➤ <i>Moderate and Chronic T1 2026: 6% respectively</i> ➤ <i>Average Daily Attendance (ADA): 86.6%</i> 2026 Attendance Targets ➤ Maintain $\geq 65\%$ regular attendance (90%+) across all four school terms in 2026. ➤ Students arriving on-time to class - Maintain $\geq 90\%$ of Students Arriving on-time regularly (i.e. over 90% of the time)Average Daily Attendance to 90% + weekly throughout 2026. ➤ Reduce Chronic absence ($\leq 70\%$) to 6%. ➤ Reduce Moderate absence (70–80%) to 6%. ➤ Reduce Irregular attendance (80–90%) to 20%.	➤ Board Approval & Implementation – Attendance Management Plan. ➤ Daily Monitoring – Track STEP attendance and record interventions promptly. ➤ P.A.R.O.T. System – Monitor and improve attendance with Whānau Teachers and Deans. ➤ Attendance Liaison Officer – Dedicated officer (Term 2–4), if funding allows, to oversee interventions. ➤ Attendance Codes – Apply Board-approved codes (L, Q, J, E) for accurate recording. ➤ STAR System – Apply STAR system for structured absence management. ➤ Whānau Engagement – Involve students, parents, and whānau in attendance initiatives. ➤ Temporary or Reduced Attendance – Establish adherence to legal obligations, under Section 42 for students up to age 16 on temporary or reduced attendance.

- Ensure early follow-up for all students whose attendance drops below Regular Attendance 90% Re with SLT / dean-level oversight and whānau engagement.

Note - These targets have been set considering the Government target - 2030 of 80% of students to be present for more than 90% of the term.

The New Zealand Government - aiming for 80% of students to be present for more than 90% of the term by 2030. To achieve this, schools are advised to aspire to reach an average daily attendance rate above 94%.

Ako - Implementing and building teacher capability with new and revised curricula.

Goal / Target

Co-construct Curriculum Change programme with staff (NB: development early in 2026 informed by MOE Curriculum change updates)



Action

- Implementation: Embed updated curriculum content across all relevant learning areas, including the new English and Mathematics & Statistics curriculum, with aligned Reading, Writing, and Mathematics reporting.
- Monitoring: Review progress at key points throughout the change programme to ensure consistent implementation and identify areas requiring support.
- Resourcing: Provide professional learning and development opportunities through the Ministry of Education, and allocate the equivalent of four half-day teacher-only sessions in 2026 to support staff in curriculum change and implementation.
- Reporting: Provide the Board with regular updates on progress toward implementing the updated NZ Curriculum 2026, including English and Mathematics & Statistics, assessment and SMART reporting in Reading, Writing, and Maths, and preparedness for full NZC implementation in 2027.

Teacher Professional capability is enhanced through Professional Growth

- By the end of 2026, teaching staff will have integrated the NZ Teaching Council 2026 Standards into their Professional Growth Cycle, supported through PLD, TBC coaching development, and peer collaboration. Full application of 'Standards for the Teaching Profession' to be embedded in Teacher PGC and practice by January 2027

- Through staff PLD establish with Teachers a shared understanding of the 2026 Standards and Professional Growth Cycle expectations across all teaching staff. Applying the NZTC Teacher PGC resources elements A to F
- Refine and align the Garin Teacher PGC guidelines for 2026 with the 2026 Standards for the Teaching Profession
- Embed 2026 Standards for the Teaching Profession within PGC Practice
- Promote regular, structured TBC coaching conversations aligned within

	Teacher PGC cycles. ➤ Refine documentation and Teacher Guidelines for tracking PGC completion, quality, and alignment within College Teacher PGC for 2027
Assessment for Learning Framework is used to develop ‘The Garin Way’ growth model of best practice pedagogy based on Assessment for Learning Framework (AfL) informed by ERO Teacher Observation Framework Every teacher will be given the opportunity to discuss and receive feedback on their practice including observation. Trust Based Conversations (TBC) - Trust-based conversations foster relational trust, professional growth, and improved student outcomes through supportive, reflective dialogue. Target - In 2026 - 80% - all teaching staff develop in and apply TBC model within their 2026 Professional Growth Cycle (PGC) - aligned within Element D of NZTC Teacher PGC, informed by 2026 Standards for the Teaching Profession, Assessment for Learner Framework (Combined Teacher and Student Capabilities Matrix.) and ERO Teacher Observation Framework	➤ Facilitator Appointment – Appoint two lead TBC facilitators. ➤ Professional Learning – Deliver PLD supporting TBC integration in teaching practice. ➤ Baseline & Goal Setting – Conduct assessment and help teachers set goals aligned with NZTC 2026 Standards, Learner Capabilities Matrix. ERO Teacher Observation Framework ➤ Reflective Practice – Promote regular reflection using structured matrix-linked tools. ➤ Peer Collaboration – Facilitate TBC meetings and teacher-led workshops to share best practice. ➤ Coaching & Feedback – Provide classroom observation-based coaching focused on matrix integration. ➤ Progress Tracking – Monitor TBC check-ins, aiming for 80% of staff applying TBC within their PGC.
Aspiring Achievement Targets 2026 ➤ Literacy Y9 ACL - 80% of Learners within the Year 9 Accelerated Literacy 2026 classes will make accelerated progress of 2 Asttle sub levels - Between Start of year Data and End of year Data. ➤ Numeracy Y9ACL - 80% of Learners within the Year 9 Accelerated Numeracy 2026 classes will make accelerated progress 2 Asttle Sub Levels Between Start of year Data and End of year Data. ➤ NCEA Co-Requisite Literacy - 80% of Garin Learners assessed in 2026 CAA will	➤ Year 9 learners are selected for ACL based on Asttle start-of-year data, with progress tracked throughout the year. ➤ Year 9 learners are selected for ACN based on Asttle start-of-year data, with progress tracked throughout the year. ➤ Learners in year 10 have their Literacy and Numeracy learning assessed and tracked - learners identified as ready to be assessed in the NCEA CAA for Literacy and Numeracy will undertake this assessment at either or both the

Achieve L1 Co-Requisite ➤ NCEA Co-Requisite Numeracy - 80% of Garin Learners assessed in 2026 CAA will Achieve L1 Co-Requisite ➤ NCEA Level 1 Achieved - 82 % of Learners will Achieve ➤ NCEA Level 1 Male Student Achievement - 80% of learners will Achieve ➤ NCEA Level 1 Māori Ākonga Achievement - 78% of Learners will Achieve ➤ NCEA Level 1 Excellence Endorsement - Align with National Achievement Data - approx 10% Excellent Endorsed ➤ NCEA Level 2 Excellence Endorsement - Align with National Achievement Data - 15% Excellent Endorsed	assessment periods. ➤ Literacy Numeracy Status Y11 - 13 student list including International who are at risk of not achieving their Co-requisite and missing out on a NCEA qualification will be tracked and monitored to ensure course alignment and learning support aligns throughout the year enable engagement in and achievement of L1 NCEA Literacy and Numeracy Co-requisite Standards. ➤ Faculties will monitor students achievement trends to enable achievement in line with Equity Bands ➤ Each faculty will evaluate L1 and L2 2025 excellent Endorsement results, identify and implement necessary changes in teaching, learning and assessment to enable excellent endorsement rate increase in line with Equity Band 429
---	---

Whanautanga - Learning that is relevant to New Zealanders today and throughout their lives.

Goal / Target	Action
Catholic Special Character - Internal Evaluation ➤ Evaluate and reflect on a Catholic Special Character internal evaluation dimension: Encounter with Christ (Te Tūtaki ki a Te Karaiti), Growth in Knowledge (Mā te Mātauranga ka Tipu), Christian Witness (Te Whakaatu Karaitiana) or Stewardship (Kaitiakitanga) identify successes, and sets future goals. A completed internal evaluation that clearly identifies strengths within the selected dimension, evidences authentic expression of Catholic Special Character, and sets informed, measurable next steps for ongoing growth.	➤ DRS to lead the evaluation process in consultation with the Principal, ADRS, tagged teachers, and relevant staff. ➤ Identify one or more of the four dimensions—Encounter with Christ, Growth in Knowledge, Christian Witness, Stewardship—for focused reflection each year. ➤ Gather evidence, examples, and feedback to assess achievements, identify areas for growth, and highlight good practice. ➤ Prepare an annual reflective report outlining successes, future goals, and recommended actions for ongoing development. ➤ Present findings to SLT and relevant staff, ensuring insights inform planning, teaching practice, and Catholic Special Character initiatives.
Promote cultural inclusivity and bicultural identity through dual English–Te Reo Māori signage across the campus.	➤ Consult on the Naming of the new Multi Learning Centre ➤ Install signage the naming Te Mauri Tapu - Religious Education Learning Centre

	➤ Engage stakeholders in identifying priority areas for signage, upgrade ➤ Engage with Māori stakeholders, local iwi, and language experts to ensure the accuracy and cultural appropriateness of Te Reo used in signage. ➤ Establish Timelines and Resourcing
➤ Plan and deliver a successful Silver Jubilee celebration in 2027, honouring 25 years of Garin College’s history, community, and Catholic special character. A well-organised Silver Jubilee event in 2027, with strong participation from students, staff, whānau, alumni, and the wider community, reflecting Garin College’s 25-year history and Catholic special character.	➤ Establish Planning Committee: Form a cross-community Jubilee Committee including staff, students, whānau, and alumni to guide planning and decision-making. ➤ Develop Timeline & Budget: Create a detailed project timeline and budget to manage logistics, events, and communications. ➤ Engage Community: Promote involvement from current students, staff, whānau, and alumni through invitations, updates, and volunteer opportunities. ➤ Celebrate History & Culture: Showcase Garin College’s 25-year journey and Catholic special character through multimedia displays, prayers, liturgies, and cultural performances. ➤ Communications & Promotion: Coordinate internal and external communications, including social media, newsletters, and media coverage, to maximise engagement. ➤ Event Delivery & Evaluation: Execute Jubilee events across multiple formats (on-campus celebrations, evening gala, commemorative activities) and gather feedback to evaluate success.
Plan and deliver a successful 2027 O’Shea Shield competition at Garin College, showcasing student sporting excellence, school spirit, and community engagement. A well-organised O’Shea Shield event in May 2027, hosting the 17 Catholic Colleges of the Diocese Palmerston North and Wellington, promoting with strong participation from students, staff, whānau, and the wider community, reflecting Garin College’s values, Catholic special character, and commitment to excellence.	➤ Planning Committee: Establish a cross-school event committee including staff, students, and community representatives to oversee logistics and coordination. ➤ Event Preparation: Confirm venues, schedules, disciplines (Religious Drama, Gospel Reading English & Te Reo, Oratory, Junior Prepared Speech, Religious Questions, Debating), and necessary resources for smooth delivery. ➤ Resourcing & Funding: Secure a target of \$25,000 to support event delivery, including materials, venue setup, and hospitality. ➤ Community Engagement: Promote the event to students, whānau, alumni, and the wider community to maximise participation and support. ➤ Catholic Identity & Excellence: Ensure the event reflects Garin College’s Catholic special character, values, and commitment to excellence through

	opening/closing liturgies, cultural elements, and recognition of achievements. ➤ Evaluation & Reporting: Review event outcomes, gather feedback from participants and stakeholders, and report to the Board on successes and learnings.
Property Developments 2026/27 Upgrade campus facilities to support student growth, wellbeing, in partnership with the Archdiocese. In collaboration plan with ADW Property the delivery of key property projects including the Multi-Learning Centre, gender-neutral toilet upgrades, Admin/Library reclad, Stage Two heat pumps, and Sneddon Centre foyer and gym carpeting.	➤ Collaborate with staff, students, and community to inform all property projects. ➤ Engage the Board Property Committee in staged Multi-Learning Centre planning and approvals. ➤ Principal, Business Manager, and Property Manager lead consultation, planning, and oversight of all projects. ➤ Monitor progress, budgets, and timelines, with regular Board updates.
➤ Strengthen partnership and ongoing consultation with the College Proprietor and the Parish Council of St John Paul II Parish regarding the planning and establishment of the proposed new Parish Church on the Garin College site. A strengthened, living partnership between the College and Parish where pastoral care, spiritual formation, and Catholic faith traditions are visibly enriched in the daily lives of students, staff, and the wider community, with reciprocal engagement fostering youth participation in parish life and the Parish actively supporting the faith journey of the College.	➤ Maintain regular, structured engagement between the Board, Proprietor, and Parish Council to ensure transparent communication and shared understanding. ➤ Clearly articulate and safeguard College operational, curriculum, and property needs within all planning discussions. ➤ Participate collaboratively in planning, design, and development phases to ensure alignment with both Parish aspirations and College priorities. ➤ Undertake ongoing assessment of potential impacts on teaching, learning environments, student wellbeing, and daily operations. ➤ Identify opportunities to strengthen pastoral, liturgical, and community connections between the College and Parish. ➤ Provide regular updates to staff, students, and whānau to ensure clarity, transparency, and community confidence. ➤ Review progress and agreements at key milestones to ensure outcomes remain aligned with College values, Catholic special character, and educational responsibilities.