



2026 COLUMBA COLLEGE STRATEGIC GOALS & IMPLEMENTATION PLAN

As a Presbyterian College, Columba's mission and values are founded on the understanding that 'The life and teaching of Jesus informs the way we live'

Motto: gratia et disciplina bona - with grace and good discipline

Mission: With grace and good discipline, we are dedicated to all Columba College ākonga/students being lifelong learners committed to personal excellence, ethical behaviour and service to others. We want them to participate and contribute as informed, responsible and compassionate citizens of Aotearoa and the global community.

Values: Good Discipline, Respect, Aroha, Citizenship, Excellence (GRACE)

Reg7(1)(a)

Abbreviations in this document:

CYW Child Youth Wellbeing Strategy

ETA Education and Training Act 2020

KH Ka Hikitia: Māori Education Strategy

ISWB International Student Wellbeing Strategy 2017

MK Maihi Karauna: The Crown's Māori Language Strategy

MOE Ministry of Education

PLC Professional Learning Community

Reg Education (School Planning & Reporting) Regulations 2023

TMTR Tau Mai Te Reo: The Māori Language in Education Strategy

ROLES:

AP Assistant Principal

DoA Director of Arts

DoS Director of Sport

DP Deputy Principal

GM General Manager

HOD Head of Department

SCT Specialist Classroom Teacher

TIC Teacher in Charge

Summary of 2025 Progress on Strategic Goals Reg 9(1)(e)

Goal 1: Culture

- *1.1 Affirm our special character and foster Christian values*

Additional chaplain role in JS, MS, SS created and Junior School Chapel services strengthened.

- *1.2 Strengthen our bicultural and multicultural journey*

Māori and Pasifika groups performed at Polyfest. Kapa Haka performs at school events and also to the wider community. Advisory groups established.

- *1.3 Foster a community culture that sustains and supports competence and connection*

Event review process and on and offboarding processes embedded. Draft PD plan developed. Schoolbridge adopted for EOTC. Communication channels clarified with staff and the College community. Working group established between staff and boards to ensure better connection.

Goal 2: Curriculum

- *2.1 Design and deliver a responsive curriculum*

MOE initiatives and changes continue to be analysed and adopted. New assessment tools trialled and implemented as required.

- *2.2 Practice culturally responsive and relational pedagogies*

Relational programmes such as peer tutoring and Junior School buddies in operation

- *2.3 Deliver a holistic education that equips ākonga to contribute to society*

Co-curricular continues to be strengthened while maintaining academic rigour.

Goal 3: Care

- *3.1 Develop and implement structures that support holistic wellbeing*

New Pastoral Network established with deans at all levels, traffic light system and IEPs for Behaviour, Learning, Attendance and Wellbeing (BLAW). A new STAR attendance system developed in consultation with the ministry to meet requirements.

- *3.2 Provide a safe and inclusive environment*

Clubs and societies are advertised and encouraged. Student council developed a reading called Dove Diaries for student assistance. A student wellbeing group has been established.

- *3.3 Enhance and enrich learning and communal well-being by cultivating connections throughout our community*

Whānau Hui and Pasifika Fono held. Increased involvement of PCANZ in services. Use of database and connection with Alumni (newsletters). Events for former staff hosted. Former student groups welcomed into the college and taken on a tour.

Summary of the Development of this Plan Reg 7I

In 2025, Parents, staff and students had multiple opportunities to make suggestions on what the College might "START, STOP or KEEP."

The mediums used to gather this information included post it notes at community events (e.g. Sports awards, Prize Givings, arts soiree) as well as being able to answer an online survey.

Responses were then entered into spreadsheets for the different groups (parents, students and staff) and coded into themes.

The data, themes, and potential goals were discussed by the boards and staff.

The Draft Strategic Goals were workshopped at a Professional Development Day by all staff (support staff, teachers, grounds staff, boarding staff etc) and discussed at board meetings.

The Goals were adopted by the School Board and made available via the College website by March 1st.

1. CULTURE

Permeated by our special character, we flourish as a diverse yet connected community

Strategic Goals Reg7(1)(b)	Actions Regs 71, (f) & 9(1)(b)	Person(s) Responsible Reg 9(1)l	Resources Required Reg 9(1)l	Signs and Measures of Success Regs 7(g) & 9(1)(a), (d)
1.1. Affirm our special character and foster Christian values <i>Nurture and demonstrate compassion and service of others and our environment</i>	1. Support Chaplaincy and RE across the college	Principal, Board, AP	None	<ul style="list-style-type: none"> The middle school RE programme is reviewed in consultation with community and Health TiC Review and strengthen the College's understanding of what "Special Character" means in a Columba context. Community (parents/caregivers/students/staff) participation in Chapels and special character events increased. A regular routine of Junior Chapels established RE lessons in the Junior School Supported by Chaplain
	2. Promote responsible stewardship of the environment and resources	Principal, GM, Chaplain, TIC Sustainability	The Environment student group is supported to be members of the Enviro-Schools group (if they would like)	<ul style="list-style-type: none"> Strengthen the Community prefect role An asset register and process for the responsible disposal of assets is under development Connections made with external environmental organisations relevant to the Columba College context Investigate whether enviroschools is an option moving forward
	3. Strengthen the culture of service.	Principal, Chaplain, TIC Service	Remuneration for TiC Service	<ul style="list-style-type: none"> Develop 'Giving Guidelines' to coordinate fundraising, giving ('So They Can ', PSO; Sports Council, PA, etc) created Community Prefect role created with emphasis on leading students in Service TIC oversees the Service appointed to promote Service (on social media/newsletters) and processes around Service (eg, Service Badges criteria and process, inventory of service opportunities). Continued involvement with PSO
1.2. Strengthen our bicultural and multicultural journey <i>Embrace and embed Te Tiriti o Waitangi and champion cultural diversity</i>	1. Increase understanding and use of te ao Māori	Cultural Advisor, GM, Principal	Koha for Haka Budget for signage PLD to increase the proficiency of the Maori teacher. All Staff Professional Development, including 'Tikaka Tuesdays' and associated Google Classroom PD Funding for cultural narrative.	<ul style="list-style-type: none"> A Columba College cultural narrative is developed in consultation with the local Māori community, e.g. Whānau Hui Group, Iwi, etc. Staff and students are able to perform haka and sing waiata at events like Prize Giving and Mihi Whakatau Increase in bi-cultural signage on the campus Senior Maori course(s) delivered in the College in 2026 Mihi Whakatau managed independently (with speakers from within the College) Te Reo Māori, waiata and haka are included in chapel services, assemblies and other College events MOE led culturally competent PLD delivered
	2. Increase the capacity of our international student department	Principal, AP International	Funding for marketing and international	<ul style="list-style-type: none"> Key markets and a Unique Selling Point for Columba College are assessed and established The ELL programme is embedded and extended to the middle school students.
1.3. Foster a community culture that sustains and supports competence and connection <i>Cultivate personal and collective growth through continuous</i>	1. Strengthen the professional development programme	SLT, SCT	Time for PLC to meet and resources for groups.	<ul style="list-style-type: none"> PLD plan developed in consultation with staff Appraisal and PGC cycles reviewed 2026 Beginning teachers' mentoring programme refined and in place for new teachers New staff induction and mentoring have been strengthened so that new staff feel they understand all processes within the College.

cycles of inquiry, innovation and evaluation within a collaborative and connected community	2. Increase the alignment and connection between areas of the College (e.g. Sport, Arts, Departmental, International)	SLT	Time	<ul style="list-style-type: none"> • Template for Strategic Plans was developed that fosters connections to the College Plan • Align the HOD reporting with the College's strategic goals. • The Boarding and Day pastoral team to meet regularly • Include International and Boarding in SLT meetings
	3. Have effective online communication and marketing	Principal, GM, Community Engagement Manager	Budget for website refresh	<ul style="list-style-type: none"> • Review of communication done, improvements identified, and change plan in place for implementation • Platforms for communication reviewed: eg. website(s), Hail, Facebook, SchoolApp, Heja, database and TikTok and SchoolPoint considered

2. CURRICULUM

All our ākongā/students can access learning pathways that optimise their success

Strategic Goals Reg7(1)(b)	Actions Regs 7l, (f) & 9(1)(b)	Person(s) Responsible Reg 9(1)l	Resources Required Reg 9(1)l	Signs and Measures of Success Regs 7(g) & 9(1)(a), (d)
2.1 Design and deliver a responsive curriculum <i>Provide a robust, relevant and refreshed local school curriculum that promotes equity and excellence and is developed in conversation with Te Mātaiaho, our Special Character, and our community</i>	1. Continue to implement MOE initiatives, including: <ul style="list-style-type: none"> • NCEA changes • new curricula • Structured Literacy and numeracy • assessment and aromatawai changes 	Principal & DP, SLT, HODs	Time and materials supplied to introduce new curricula along with relevant PLD and accessing NIF support Structured Literacy and Numeracy resources for years 0-8 and staff PLD and changes to Mathematics and English in years 9 and 10	<ul style="list-style-type: none"> • Structured literacy and numeracy changes in years 0-8 embedded into teaching and learning programmes. • Data available to show where students sit in the literacy and numeracy frameworks for years 0-6 • Teaching and learning programmes modified to reflect the changes in the new curriculum refresh, particularly focusing on the changes for Mathematics and English in years 9 and 10.
	2. Promote excellence by: <ul style="list-style-type: none"> • Increasing the profile and mana of academic recognition • working towards aligning process and policy of co-curricular aspects of the College with regards resources and recognition • Improving teaching and learning through aligning the College classroom practices. 	Director of Arts and Sport, AP, DP, Principal	Time to explore grants/sponsorship and ways of celebrating academic success	<ul style="list-style-type: none"> • Guidelines for transparent allocation of Sports, Cultural, Arts and Academic Awards continued to be developed • Work to a collaborative approach to fundraising so that events for each group don't clash on the calendar. • 'Stocktake' of badges undertaken and consistent awarding process drafted • Academic boards placed in appropriate area of the College to highlight top students • Work towards implementing a leadership award based on the schools values • Develop a Year 7-10 teaching and learning plan based on the Science of Learning • Trial the use of Knowledge Organisers for retrieval practice Science of Learning approach in Year 7 and 9 core subjects.
	3. Gather and track achievement data and provide interventions to support academic success	DP, APs, HODs	Time to develop common assessment tasks and new learning model	<ul style="list-style-type: none"> • Common testing in MS happening across all departments and tracked to determine where students are sitting compared to the level of the curriculum • End of topic/term reviews used to inform best practices continued to be implemented • Implement approaches based on the Science of Learning model. Implement at year 7 and 8 first and work towards moving up the College. • Regularly do vocabulary tests based on key words for learning • Communicate with home when a senior student gains an excellence in a standard. • Tier 2 words programme rolled out over Phases 3 and 4 (kete kupu project) • Investigate ways of celebrating success and identify gaps.
2.2 Practice culturally responsive and	1. Strengthen and develop teaching/learning relationships by:	Deans, SLT Careers Advisor	<ul style="list-style-type: none"> • Buddy reading and peer tutoring happening • Peer-support programme reintroduced • Database/list of local businesses/people who are prepared to assist with supporting students created 	

<p>relational pedagogies</p> <hr/> <p><i>Strengthen teaching and learning relationships and experiences to facilitate positive outcomes and enhance student/ākonga achievement</i></p>	<ul style="list-style-type: none"> supporting older students teaching/learning with younger students connecting students with members of the wider school community. 			<ul style="list-style-type: none"> students connecting with businesses, civic organisations, local experts, artists, and potential student mentors
	<p>2. Strengthen connection with caregivers, especially those of our priority learners</p>	Cultural Advisor, Principal	Funding (eg. kai, Pasifika group uniforms)	<ul style="list-style-type: none"> A Pasifika performing group is developed and supported Cultural Advisory group(s) formed. A consistent schedule of Whānau Hui and Pasifika Fono Hui is established and maintained. Māori and Pasifika parent advisory groups established Additional face-to-face meeting with parents in term 1 introduced Reporting to caregivers was reviewed At least one point of collaboration/connection with the local runaka
<p>2.3 Deliver a holistic education that equips ākonga to contribute to society</p> <hr/> <p><i>Cultivate curricula and extra-curricular progression pathways and engage with technology to value and develop the capabilities of each ākonga/student</i></p>	<p>1. Recognise and celebrate achievements in co-curricular activities with consistency across acts, sports and cultural areas</p>	DoA, DoS, AP,		<ul style="list-style-type: none"> Review of the awards given for extracurricular achievements done (including badges, blues, cups, etc) to provide consistency across disciplines A consistent criterion was developed for the Blues Awards standardised across sport, art and culture
	<p>2. Promote engagement and success in co-curricular activities and in particular via digital platforms</p>	DoA, DoS	<p>Introduce the Performance Arts Teaching position</p> <p>Provide resources for teams (eg vans)</p>	<ul style="list-style-type: none"> Participation at a National level in sporting, arts and cultural events High (>80%) participation rate in sport Options for digital communication explored (including a move away from weekly newsletter and formal twice yearly written reports to continuous reporting) and implemented if appropriate Co-curricular and Service “good news stories” are published regularly
	<p>3. Cultivate expertise with technology for staff and students</p>	DP AP's	Staff PD and PLC Support from Apple regarding Apple Schools	<ul style="list-style-type: none"> iPads used to enrich learning tasks in the Junior school Place ComBox boards in the junior school classrooms. Working towards becoming an Apple Distinguished School Adopt guidelines for assessment to include dealing with AI in assessment.

3. CARE

Wellbeing, engagement and achievement are enhanced through effective pastoral care

Strategic Goals Reg7(1)(b)	Actions Regs 71, (f) & 9(1)(b)	Person(s) Responsible Reg 9(1)	Resources Required Reg 9(1)	Signs and Measures of Success Regs 7(g) & 9(1)(a), (d)
<p>3.1 Develop and implement structures that support holistic wellbeing</p> <hr/> <p><i>Offer effective support and care through an integrated pastoral and academic network</i></p>	<p>1. Track student behaviour, learning, attendance and wellbeing (BLAW) to understand impact and inform changes</p>	AP, DP, Principal, Deans	None	<ul style="list-style-type: none"> Develop a set of guidelines for tracking and monitoring attendance using the MOE Steps model. Communicate the new attendance strategy to parents. Create a clear set of guidelines for learning and behaviour that includes a restorative basis to.
	<p>2. Develop a standardised approach for recording IP (Individual Programmes), incorporating BLAW for students requiring this.</p>	AP	None	<ul style="list-style-type: none"> Standardised IP recording system implemented. Improved tracking of student progress and well-being.

	3. Create a student council to focus on Culture and Wellbeing	DP	None	<ul style="list-style-type: none"> • Student council is established and active. • Documented student council activities and feedback.
	4. Implement the Ministry STAR attendance requirements	DP and AP Pastoral	None	<ul style="list-style-type: none"> • Attendance data is tracked weekly • A new system is developed so that attendance monitoring is improved across the college, and clear systems are applied • The community is given clear information regarding the attendance monitoring across the college. • Regular attendance statistics are trending in an upwards direction.
3.2 Provide a safe and inclusive environment <i>Encourage positive behaviours for learning and restorative practices to facilitate a culture of compassion, develop resilience, and inspire agency</i>	1. Develop a restorative culture within the school	Principal DP Staff Students	MoE funding for the restorative PLD programme Time – TOD's etc	<ul style="list-style-type: none"> • Behaviour management system reviewed and adapted to include restorative processes • Teaching staff and other relevant staff have been trained in restorative practices • AWE score relating to safety and inclusiveness is trending positively
	2. Increase engagement with families of our international students	AP & International Marketing Coordinator and Student Support	Budget	<ul style="list-style-type: none"> • Pre-arrival packs and post-arrival orientation occurs for every new student • A minimum of two social gatherings are held for parents • Minimum of three international items in school newsletters each term • An international newsletter is sent each term
3.3 Enhance and enrich learning and communal well-being by cultivating connections throughout our community <i>Build relationships through communication and presence with our community: including Alumni, local runuka, the Church, our families and wider community</i>	1. Foster connections with Alumni	Principal, Fundraising Manager	Budget for Centennial Celebration	<ul style="list-style-type: none"> • Archived recordings and photos of the event. • Regular Alumni newsletter sent out • Reunion events considered and arranged as required • Database tool established and set up • Database of Alumni regularly updated
	2. Nurture relationship with PCANZ	Chaplain(s), Principal	None	<ul style="list-style-type: none"> • Involvement with other connected agencies (A Rocha, PSO) • Dialogue with staff and community about vision, values and purpose • Regular attendance of church leaders at College events