Annual Plan

2019

Dated: 12 February 2019

Mr. M R Dalton
PRINCIPAL

Goal: Catholic Character

Objective

1. *To further embed the Special Character within Aquinas College.*

	Actions	Outcome	Responsibility	Timeline
1.1	**Encounter with Christ** Develop opportunities to grow the faith of students, families and staff.	Report compiled outlining initiatives and programmes that promoted an encounter with Christ.	AP (SC)	End Term 4
1.2	**Strategic Growth in Knowledge** To further embed the Catholic Character of our College by engaging in on-going Catholic Character PD.	An on-going cycle of Catholic Character that enables staff to increase their certificated hours.	AP (SC)	End Term 4
1.3	**Christian Witness** To develop clear College systems and practices around Catholic Character to include an induction programme for new families, restorative practices and relationships across the College community.	A Catholic Character programme focusing on College systems and practices is compiled to induct new families in preparation for 2020.	Principal AP (SC)	End Term 1
1.4	**Safeguarding and Strengthening Catholic Character** Establish opportunities for BOT to participate in on-going faith development	BOT members participate in Special Character focused PLD.	Principal/BOT AP (SC)	Term 4
1.5	Special Character team continue working on the Special Character Action Plan in 2019.	2019 timeframes outlined in the Special Character Action Plan are met.	AP (SC) SC Team	End Term 4

Goal: Teaching and Learning

Objective

2. *To develop a school-wide approach to improving student achievement with a specific focus on priority learners.*
    a. *Maori*
    b. *Pasifika*
    c. *Students with additional needs*
    d. *Boys*

	Actions	Outcome	Responsibility	Timeline
2.1	Maintain school wide academic excellence by exceeding the following targets: School wide summative measures - University Entrance: 80% - NCEA Level 3: 90% (70% with endorsement) - NCEA Level 2: 100% (80% with endorsement) - NCEA Level 1: 90% (70% with endorsement) - REACH Year 10: 95% (85% with endorsement) - REACH Year 9: 95% (85% with endorsement) Year 7-10 Curriculum Level Related Targets - Year 10 Literacy: 90% reach e-asTTle level 5B/5P - Year 10 Numeracy: 80% reach e-asTTle level 5B/5P - Year 9 Literacy: 90% reach e-asTTle level 4A/5B - Year 9 Numeracy: 90% reach e-asTTle level 4A/5P - Year 8 Literacy: 90% reach e-asTTle level 4P - Year 8 Numeracy: 80% reach e-asTTle level 4P - Year 7 Literacy: 85% reach e-asTTle level 3A - Year 7 Numeracy: 85% reach e-asTTle level 3A	Targets met	All staff	End Term 4
2.2	Continue engagement in, and commitment to professional learning and development in relation to culturally responsive and relational pedagogy.	Learning areas to develop a Faculty specific PLD action plan alongside Poutama Pounamu to enable a curriculum and teaching response that effectively responds to students' language, culture and identity.	DP WST (Māori & Pasifika) LoL	Term 4

2.3	Engage in College-wide and learning area specific "Write that essay" professional development plan as a means of addressing gender disparity in writing.	College-wide expectations for sentence styles and paragraph structures in the junior school and senior school are established and implemented across the curriculum.	AP (T&L) WST (Literacy)	Term 4
2.4	Ensure all academic reporting explicitly reflects the achievement of our priority learners, identifying disparities.	All stakeholders are well informed on student achievement for priority learners.	AP (T&L) LoL Senco	Term 1
2.5	Develop robust school-wide tracking systems for Years 7 – 10 that regularly report progress of learners.	More effectively target students at risk by strengthening the use of student achievement information.	AP (T&L)	Term 1
2.6	Improve teacher knowledge of the learning progressions.	Staff are able to link planning and assessment to the individual learning needs of students and identify clear next steps in learning.	DP AP (T&L) LoL Teachers	Term 4
2.7	Differentiated learning is planned, implemented and reviewed to meet the learning of individual students and provides success in learning.	Student learning needs are identified and planned for, resulting in acceleration of progress and achievement.	AP (T&L) LoL Teachers	Term 1

Objective

3. *To ensure our junior curriculum is coherent, connected and future focused. It strengthens student achievement, supports learner well-being, is culturally responsive and reflects the Special Character of the College.*

	Actions	Outcome	Responsibility	Timeline
3.1	Undertake a trial collaborative integrated curriculum class at Year 9 (9K) and Year 7/8 collaborative planning and integrated studies across the two year levels.	Review is undertaken and a comprehensive report documented with clear recommendations for implementation in 2019.	AP (T&L)	Term 4

Objective

4. *Establish Aquinas College Graduate Profile*

	Actions	Outcome	Responsibility	Timeline
4.1	Following community consultation, confirm the College's aspirational graduate profile.	Characteristics and qualities are identified and reflected in the Graduate Profile which embody our College's vision and mission.	AP (T&L) AP (SC)	End Term 1

Objective

5. *To improve student achievement and engagement through the implementation of a 1-1 LwDT environment in Years 11-13*

	Actions	Outcome	Responsibility	Timeline
5.1	Undertake a comprehensive survey of LwDT implementation in the senior school across staff, students and community.	Survey results are analysed and next steps generated to promote engagement and achievement in a device enriched learning environment.	DP	Term 3
5.2	Embed the SAMR model as an evaluative tool for the implementation and ongoing reflection of integrating LwDT in pedagogical practice.	Lesson observations, individual reflections and collaborative review support effective integration of digital technologies, aligned to the SAMR model.	DP	Terms 1-4

Objective

6. *Self-Review*

	Actions	Outcome	Responsibility	Timeline
6.1	Undertake a full review of the learning support provision for 3rd and 4th wave learners at the College	Review is undertaken, including student and community voice, and a comprehensive report documented with clear recommendations for implementation in 2020.	AP (SC) SENCO	Term 2
6.2	Undertake a full review of the College's approach to learning mathematics and numeracy in the junior school.	Review is undertaken, including student voice, and a report documented with clear recommendations for implementation.	AP (T&L) AP (SC) WST (Numeracy)	Term 1
6.3	Align senior leadership team and middle leadership team roles and responsibilities to enable empowered leadership of learning and improved operational efficiency.	Leadership structure is equitable, distributed and clearly defined in new position descriptions.	Principal	Term 1
6.4	Review, with a view to developing new student reporting structures.	Student reporting is informative and responsive for students and their families.	AP (T&L)	Term 1-2
6.5	Undertake a full review of the College timetable structure and functionality.	Review is undertaken, including student and community voice with clear recommendations for implementation in 2020.	AP (T&L)	End Term 2

Goal: Motivation and Promotion of Well-Being of Learners and Staff

Objective

7. *Provide a supportive mentoring programme for all students that engages students, their whanau and the College.*

	Actions	Outcome	Responsibility	Timeline
7.1	As part of the mentoring programme, students, with their whanau, will set learning goals and personal goals through the Kamar Web Portal.	The meeting with the Dean is well informed and students are active participants.	AP (PC) Deans	Term 1
7.2	Establish mechanisms to engage with whanau through this mentoring programme.	Whanau is well informed and engaged in partnership relative to the mentoring process.	AP (PC) Deans	Term 1-3
7.3	Use of school-wide tracking systems to monitor individual student progress.	Students are supported in working toward and achieving their targets. They will be identified and supported as required.	AP (T&L) Deans All staff	Term 1- 4

Objective

8. *Self-Review.*

	Actions	Outcome	Responsibility	Timeline
8.1	Undertake a full review of the Pastoral Care systems of the College.	Review is undertaken, including student and community voice. A comprehensive report is documented with clear recommendations for implementation in 2020	AP (PC) AP (SC) Deans	End Term 3

Objective

9. *Staff Well-Being.*

	Actions	Outcome	Responsibility	Timeline
9.1	Establish a working group to develop an action plan to promote staff well-being based on 2018 review.	Action plan established	AP (PC) Working group	Term 1

Objective

10. Further develop student agency and College Culture.

	Actions	Outcome	Responsibility	Timeline
10.1	Redefine the structure and purpose of student-led committees, including leadership opportunities.	Student-led committees meet regularly and achieve defined objectives, thus achieving greater advocacy for the student body.	Principal AP (PC) TIC's Student Executive	Term 1
10.2	Restructure the College House Competition to promote College culture.	New competition format is clearly understood, well promoted and provide opportunities to participate in areas of Special Character, academia, sport, culture and the arts.	Principal AP (PC) Heads of Houses Student Executive	Term 1

Objective

11. Culturally responsive practices and whanau engagement.

	Actions	Outcome	Responsibility	Timeline
11.1	Facilitate termly whanau hui to enable connection and consultation with whanau.	Whanau hui are facilitated each term.	WST (Māori & Pasifika)	Term 1-4
11.2	Establish aiga group and host at least two fono to enable connection and consultation with Pasifika aiga.	Aiga group established and at least two fono are facilitated.	WST (Māori & Pasifika)	Term 1-4

Goal: Facilities and Resources

Objective

12. *To continue the development of the physical environment and resources of the College that complement improved student outcomes.*

	Actions	Outcome	Responsibility	Timeline
12.1	Ensure facilities and resources as identified in the Health and Safety audit meet required standards.	All recommendations are acted upon.	Principal DP Property Manager	Term 1
12.2	Undertake Chapel refurbishment in consultation with College Parishes.	Chapel refurbishment completed.	Principal AP (SC) Property Manager	Term 4
12.3	Commission work around the College to increase the prominence of Catholic identity.	Catholic signs and symbols are commissioned.	Principal AP (SC)	Term 4
13.2	Undertake an asset audit.	Asset register is established.	Business Manager	Term 4

Aquinas College Student Achievement Targets 2019

As in previous years, our Annual Plan will continue to aim for high levels of achievement across the school, as reflected in objective 2.1 of this Annual Plan. However, we also recognise and acknowledge that there are groups of students who are at risk of not achieving their potential. Specific achievement targets have been established in response to our 2018 achievement data and wider academic trends.

Our Mission Statement includes the following - "recognising the uniqueness of the individual and challenging them to realise their potential". For this to happen we as teachers must continue our own Professional Learning, with a focus on putting the student at the centre of the learning together with identifying and responding to the needs of individuals as they arise. Teaching as Inquiry and learning how we can "differentiate the learning" for our students in the classroom will continue to be key aspects of achieving this. The use of culturally responsive and relational pedagogy, ICT and its integration into our learning programmes are also important aspects of this.

	Target	Actions	Responsibility	Timeline
1.	Improve the achievement of Numeracy for the Year 8 cohort. 32% of the Year 7 cohort were below the expected standard. The achievement deficit applies to boys (25%), girls (38%), Maori (57%), Pasifika (100%) and European (29%).	1. Review of mathematics and numeracy approach to learning. 2. Improved data tracking and support for identified students at risk of not achieving. 3. Investigate acceleration provision for priority learners. 4. Faculty response to PLD action plan. 5. Appointment of a WST (Numeracy).	SLT Year 8 Dean LoL Year 7/8 LoL Mathematics WST (Numeracy) Year 8 teachers	Terms 1-4
1.1	Remove disparity for Year 8 Māori and Pasifika students' achievement in Numeracy. In 2017, 57% (Māori) and 100% (Pasifika) of were below the standard compared to 27% for non- Māori.	1. Improved data tracking and support for identified students at risk of not achieving. 2. Investigate acceleration provision for priority learners. 3. CRRP professional development to support teaching practice for Māori students. 4. Development of culturally responsive and authentic learning tasks.	SLT Year 8 Dean LoL Year 7/8 LoL Mathematics WST (Numeracy) WST (Māori & Pasifika) Year 8 teachers	Terms 1-4
2.	Improve the achievement of Numeracy for the Year 10 cohort. 45% of the Year 9 cohort were below the expected standard. The achievement deficit applies to boys (47%), girls (44%), Maori (43%), Pasifika (100%) and European (64%).	1. Review of mathematics and numeracy approach to learning. 2. Improved data tracking and support for identified students at risk of not achieving.	SLT Year 10 Dean LoL Mathematics WST (Numeracy)	Terms 1-4

		3. Investigate acceleration provision for priority learners. 4. Faculty response to PLD action plan. 5. Appointment of a WST (Numeracy).	Mathematics faculty	
3.	Provide support and alternative pathways (as required) to ensure 100% literacy and numeracy achievement rates for Year 11 Students. • 39% of the Year 10 cohort were below the expected standard in Numeracy. The achievement deficit applies to boys (33%), girls (44%), Maori (46%), Pasifika (100%) and European (37%). • 57% of the Year 10 cohort were below the expected standard in Literacy (Reading). The achievement deficit applies to boys (57%), girls (57%), Maori (54%), Pasifika (100%), European (58%) and Asian (50%).	1. Ongoing tracking and identification of students at risk of not achieving. 2. Achievement Standard and Unit Standard pathways available. 3. Facilitated Deans/Leaders of Learning achievement meetings (1-2 per term). 4. Investigate acceleration provision for student at risk of not achieving.	SLT Year 11 Dean LoL Mathematics LoL Languages WST (Numeracy) WST (Literacy)	Terms 1-4
4.	Continue to reduce disparity in certificate endorsements in NCEA between males and females. Girls continue to outperformed boys in this measure at a significant rate. A reduction in in the two applicable cohorts was achieved in 2018. *2018* *Girls* *Boys* *Difference* Level 3 71% 44% *27%* Level 2 82% 56% *26%* Level 1 88% 81% *7%* *2017* *Girls* *Boys* *Difference* Level 3 79% 49% *30%* Level 2 88% 54% *34%* Level 1 95% 68% *27%*	1. Academic monitoring and conferencing through Dean and Tutor teacher. 2. 'Write That Essay' PLD initiative. 3. Development of scaffolded assessment tasks across the curriculum to facilitate and promote higher order thinking for boys. 4. Facilitated Deans/Leaders of Learning achievement meetings (1-2 per term).	SLT Senior Deans Leaders of Learning Teaching staff Tutor teachers	Terms 1-4
5.	Reduce the disparity in University Entrance for Boys and Māori. *2018* *Girls* *Boys* *Māori* UE 84% 68% 67% *2017* *Girls* *Boys* *Māori*	1. Ongoing tracking and identification of students at risk of not achieving. 2. Academic monitoring and conferencing through Dean and Tutor teacher. 3. CRRP professional development to support teaching practice for Māori students.	SLT Year 13 Dean Year 13 staff Leaders of Learning Teaching staff Tutor teachers	Terms 1-4

UE	82%	70%	40%	4. Facilitated Deans/Leaders of Learning achievement meetings (1-2 per term).	
2016	*Girls*	*Boys*	*Māori*	5. Development of scaffolded assessment tasks across the curriculum to facilitate and promote higher order thinking.	
UE	89%	76%	80%		