Annual Plan

2020

Dated: 10 February 2020

Mr. M R Dalton
PRINCIPAL

Strategic Goal: Catholic Character

Strategic Objective	Annual Goals
A commitment to develop men and women of strong faith, knowledge, deep spirituality, and committed service to others.	1.1 To strengthen our shared understanding of and commitment to the Aquinas College Graduate Profile. 1.2 'Encounter with Christ' opportunities are frequent and ongoing. 1.3 Strategic Growth in Knowledge – Facilitate professional development of staff. 1.4 Christian Witness – Development of new families' induction programme. 1.5 Safeguarding and strengthening Special Character - Tagged Teachers are identified, and their roles are clarified. 1.6 Continue development of Special Character Action Plan - 2020 timeframes outlined in the Special Character Action Plan are met.
Baseline data: where are we now?	*Targets: where do we want to be at the end of 2020?*
• Graduate Profile was established in 2019. • Relationship with CSYMI established. AP(SC) and LoL RE attended equipping school. CSYMI hosted at Aquinas College. 1 x Year 11 Discipleship class established for 2020. • Special Character review (2018) Action Plan developed (2019). • External Catholic Character Review completed (2018).	1.1 Our Graduate Profile is lived and exemplified by our stakeholders. 1.2 Opportunities for an 'Encounter with Christ' have been ongoing through the support of the NET team and the CSYMI class. Relationship with CSYMI strengthened. 1.3 Facilitation of Professional learning opportunities to promote certification and growth in knowledge of RE and/or Special Character, specifically an 'Encounter with Christ'. 1.4 Special Character Team to have developed and implemented an induction programme, based on community and staff feedback, to be run in conjunction with enrolment timelines for 2021. 1.5 Clearly defined roles and responsibilities for Tagged Teachers. 1.6 Action Plan objectives met.

Key improvement strategies: *What will we do? When? Who is responsible?*			Indicators of progress *What will we see?*
What	*Who*	*When*	
1.1. To strengthen our shared understanding of and commitment to the Aquinas College Graduate Profile. • Staff - staff induction, staff meetings, pastoral, LoL and learning area meetings. • Students - school and year level assemblies, tutor time, mentoring, design and production of visual aids around the school. • Parents - school newsletter, website	Principal, SLT, LoL Deans, Tutors	Ongoing Ongoing	• An increase in the awareness and living of the Graduate Profile

Community - school website, external signage. • Integration into curriculum planning – Faculties responsible for integration and alignment to Graduate Profile in planning and delivery of programmes.	Principal LoLs, Directors, HoDs	Ongoing Ongoing	
1.2. 'Encounter with Christ' opportunities are frequent and ongoing through: • NET team to run retreats, participate in Holy Week and Cross Walk, accompany our Sacramental students, Set Free • CSYMI Year 11 Class to foster discipleship and encourage a living relationship with Christ through retreats, Cross Walk, prayer. • Assistant LOL of RE to attend 'Equipping School' to strengthen relationship with CSYMI. Ass LOL to gain a deeper understanding of programme and to experience Evangelisation Process. • Introduction of a Liturgy Band to improve praise and worship	AP (SC) LOL RE Ass LOL RE AP (SC) LOL Music	Ongoing Ongoing Term 1 Ongoing	• Intentional ongoing opportunities for an 'Encounter with Christ'. • NCEA Course with opportunities to develop a living relationship with Christ. • Ass LOL RE contributing to CSYMI vision for College and supporting LOL RE in their role. • Liturgy Band leading singing during Mass and Liturgies.
1.3. Strategic growth in knowledge – facilitate professional development for staff. • PD opportunities that target Evangelisation; support TCI papers; Special Character staff meetings; record of certification • Full staff retreat	AP (SC) AP(SC)	Ongoing Start Term 1	• Record of Certification hours to show staff working towards RE or Special Character level of attainment. • Ongoing development of individual faith journeys.
1.4. Christian witness –Induction Programme • Special Character Team evaluating the information received from staff and the community to develop an Induction Programme for new families. • Programme to meet student and community needs and to run alongside enrolments in Term 3. • Special Character Team meetings • Linked to Graduate Profile to develop a sense of belonging	AP (SC) SC Team	Term 3 Ongoing Ongoing	• Induction Programme to coincide with Enrolment process, which focusses on developing a sense of belonging
1.5. Safeguarding and strengthening Special Character – Tagged teachers • Tagged teacher role is defined and responsibilities are known.	AP (SC) Principal	Term 2 Term 2	• Defined responsibilities for Tagged Teachers are defined.

• Tagged teachers are identified and willing to support the College in this capacity. • Support is in place for these teachers to undertake additional PD, especially in relation to Evangelisation		Ongoing	• Tagged Teachers are identified, and 2019 list is updated. • Special Character PD budget to support Tagged Teacher learning opportunities
1.6. Continue development of Special Character Action Plan - 2020 timeframes outlined in the Special Character Action Plan are met. • Targets with an expiration timeframe of 2020 in the Special Character Action Plan are completed.	AP (SC) Special Character Team	Term 4	• 2020 Action Plan Objectives are met

Monitoring	*Resourcing*
This is ongoing and will involve updates on the plan according to the BOT meeting cycle.	1.2 Special Character Budget, RE budget 1.3 Special Character PLD budget

Strategic Goal: Teaching and Learning

Strategic Objective	Annual Goals
A commitment to maintaining and extending excellence and personal best though well developed, cohesive, connected, and diverse programmes.	2.1 Maintain school wide academic excellence by attaining or exceeding the following targets: School wide summative measures - University Entrance: 75% - NCEA Level 3: 90% (65% with endorsement) - NCEA Level 2: 95% (70% with endorsement) - NCEA Level 1: 95% (80% with endorsement) - REACH Year 10: 95% (85% with endorsement) - REACH Year 9: 95% (85% with endorsement) - Year 8 Literacy (reading): 95% achieving at or above 4P - Year 8 Literacy (writing): 90% achieving at or above 4P - Year 8 Numeracy: 85% achieving at or above 4P - Year 7 Literacy (reading): 90% achieving at or above 3A - Year 7 Literacy (writing): 85% achieving at or above 3A - Year 7 Numeracy: 85% achieving at or above 3A 2.2 Develop a coherent and connected Vision for Learning aligned to the Graduate Profile. 2.3 To build the capacity of staff through dedicated professional learning and development opportunities, always reflecting our Special Catholic Character. 2.4 Develop new and innovative Junior Curriculum programmes and framework that meet the overarching intent of our Graduate Profile.
Baseline data: where are we now? 2019 School wide summative measures - University Entrance: 72% - NCEA Level 3: 91% (56% with endorsement) - NCEA Level 2: 99% (76% with endorsement) - NCEA Level 1: 97% (80% with endorsement) - REACH Year 10: 100% (82% with endorsement) - REACH Year 9: 100% (84% with endorsement) - Year 8 Literacy (reading): 83% achieving at or above 4P - Year 8 Literacy (writing): 81% achieving at or above 4P - Year 8 Numeracy: 73% achieving at or above 4P - Year 7 Literacy (reading): 91% achieving at or above 3A - Year 7 Literacy (writing): 86% achieving at or above 3A - Year 7 Numeracy: 79% achieving at or above 3A	**Targets: where do we want to be at the end of 2020?** 2.1 Maintaining a culture of academic excellence through meeting targets. 2.2 An Aquinas College Vision for Learning which is aligned to our Graduate Profile is established for implementation in 2021. 2.3 Our PLD plan prioritises strengthening College strategic priorities, teaching and learning competencies, culturally responsive and relational pedagogy, learning with digital technologies and cross-curricular literacy, with a focus on writing. 2.4 Year 7-10 curriculum and assessment framework is coherent, connected and aligned to the Graduate Profile, ready for implementation in 2021.

Key improvement strategies: What will we do? When? Who is responsible?			Indicators of progress What will we see?
What	**Who**	**When**	
2.1. Maintain school wide academic excellence by attaining or exceeding the following targets: • Track student achievement progress. • Apply early intervention for students at risk of a poor outcome through mentoring programme and Dean support. • Faculty evidence-based achievement and progress meetings.	SLT, Deans, LoLs, Teachers, Tutors	Ongoing	• Academic monitoring sheets indicate cohort related measures of success. • Progress and achievement conversations involving students, staff and whānau.
2.2. Develop a coherent and connected Vision for Learning at Aquinas College aligned to the Graduate Profile.	AP (T&L)	End Term 3	• Findings of CR are published. • Feedback from key stakeholders is sought. • Vision for Learning is finalised.
2.3 To build the capacity of staff through dedicated professional learning and development opportunities, always reflecting our Special Catholic Character. • Plan a programme of professional learning based around the following strategic priorities: [Catholic Character] • Culturally responsive and relational practice • Learning with digital technology • Literacy – writing • Differentiated practices	DP DP, WST – M&P DP, WST – LwDT DP, WST – Literacy DP, LoL, SCT, SENCO	Ongoing Ongoing Ongoing Ongoing Ongoing	• 2020 Professional Learning calendar is completed • Rationale for 2020 PLD priorities is shared with teaching staff
2.4. Develop new and innovative Junior Curriculum programmes and framework that meet the overarching intent of our Graduate Profile. • Curriculum review team deliver their report with stakeholder groups. • Consultation on recommendations is undertaken with various stakeholder groups. • Coherent, connected Year 7-10 curriculum and assessment framework aligned to the Graduate Profile is developed for implementation in 2021.	SKL/NIC AP (T&L) AP (T&L), DP, AP (SC), LoLs	End February End Term 2 End Term 3	• Findings of CR are published. • Feedback from key stakeholders is sought. • 2021 Year 7-10 curriculum and assessment framework is finalised.
Monitoring This is ongoing and will involve updates on the plan according to the BOT meeting cycle.	**Resourcing** 2.1 Student welfare budget 2.3 Dedicated time for meetings, PLD budget 2.4 Dedicated time for meetings, PLD budget		

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

Strategic Objective	Annual Goals
To maximise the engagement of students (and whanau) and staff in their learning journeys' and spiritual life of the College.	3.1 Develop strategic priorities and implement an action plan based on the 2019 internal Pastoral Care review. 3.2 Successfully implement a mentoring programme, aligned to our Graduate Profile, which creates educationally powerful connections and is responsive to students' needs. 3.3 To improve engagement with parents and other important groups in order to increase opportunities for students and evaluate success of students' pathways 3.4 To promote organisational culture that is safe, supportive and positive for both staff and students. 3.5 Develop and implement new student reporting structures. 3.6 Review the provision of resourcing and enrolment for International Students.
Baseline data: where are we now? • Pastoral Care Review (2019). • Wellbeing@School survey indicating largely positive indicators of culture, well-being and safety in school. • Staff well-being strategies report and working group established (2019).	**Targets: where do we want to be at the end of 2020?** 3.1 Action Plan based on strategic priorities of the Pastoral Care Review is established and action points are being met. End of year report on progress. 3.2 Students and their whānau are engaged and supported through the Mentoring programme. 3.3 Communication streams are more coherent and lead to improved engagement with community and other groups. Alumni group established. 3.4 Students and staff will feel valued, engaged and that their wellbeing is supported. 3.5 New reporting structures provide accurate and timely progress and achievement information to relevant stakeholders. 3.6 The Board of Trustees are positioned to make informed decisions about the provision of International Students at Aquinas College.

Key improvement strategies: *What will we do? When? Who is responsible?*			Indicators of progress *What will we see?*
What	*Who*	*When*	

3.1 Develop strategic priorities and implement an action plan based on the 2019 internal Pastoral Care review.
    a.   Safe and healthy environment
    b.   Policies, systems and processes
    c.   External health services and education
	AP (PC), AP (SC)	Term 1	• Action Plan is developed highlighting areas for development and implementation.
			 • End of year report on progress submitted to the Principal.

d. Safeguarding and strengthening pastoral care and student wellbeing.			
3.2 Successfully implement a mentoring programme, aligned to our Graduate Profile, which creates educationally powerful connections and is responsive to students' needs.	AP (PC)	Term 1	• Student and whānau voice supports effective programme which supports their academic and pastoral foci.
3.3 To improve engagement with parents and other important groups in order to increase opportunities for students and evaluate success of students' pathways	Principal, DP, Communications Manager	Ongoing	• Increased community engagement with communication streams. • There is a clear plan to strengthen the connection with past students, setting the foundation for the next three years (towards the College's 20th Anniversary).

3.4 To promote organisational culture that is safe, supportive and positive for both staff and students.
• To extend opportunities to celebrate student and staff success
   • Seek out and promote student successes through; assemblies, school newsletter, website, social media streams, Principal acknowledgement.
   • Increased recognition and celebration of staff success / highlight staff achievements through; staff meetings, school newsletter, website, social media streams, Board acknowledgement.
   • Build upon success of Māori/Pasifika graduation ceremony.
   • Continue to develop opportunities to seek student voice.
• Deliberate strategies to improve and enhance staff well-being.
	Principal, SLT
	
	WST M&P mentor
	
	SLT, Deans, LoLs
	
	SLT
		Ongoing
		
		Term 4
		
		Ongoing
		
		Ongoing
			• Increase in the public celebration and acknowledgements of students.
			• Increase in the public celebration and acknowledgements of staff.
			• Raised profile of Māori and Pasifika success.
			• Increased student engagement in huis and feedback forms.
			• Staff feel valued and supported in their work.

3.5 Develop and implement new student reporting structures.	AP (T&L)	End Term 1	• New reporting structure is accurate, informative and timely for all stakeholders.
3.6 Review the provision of resourcing and enrolment for International Students.	BOT	End Term 1	• Delegated sub-committee makes recommendations based on evidence.

• The Board of Trustees are positioned to make informed decisions about the provision of International Students at Aquinas College.			
Monitoring This is ongoing and will involve updates on the plan according to the BOT meeting cycle.	**Resourcing** 3.1 Dedicated time for meetings. 3.2 Dedicated time for development of programme and PL meetings. Time - allocated teaching component for Mentoring. 3.3 Appointment of Communications Manager. 3.4 Student welfare budget, staff welfare budget		

Strategic Goal: Facilities and Resources

Strategic Objective	Annual Goals

To ensure that management of facilities and resources support student outcomes.	4.3 To be future-focussed and invest in resources which support innovative learning.
	4.4 Complete property objectives for 2020
	   • Complete chapel refurbishment.
	   • Resurfacing of netball courts and installation of basketball hoops
	   • Establish outdoor performing arts amphitheatre
	4.5 Investigate the practicality of installing air conditioning throughout the College.

Baseline data: where are we now?
   • Chapel refurbishment largely undertaken in 2019 (new chapel chairs, carpet tiles and development of staging).
   • Designs and quotes established for netball courts and amphitheartre.
   • Air-conditioning is only in the administration block and gymnasium classrooms.
	Targets: where do we want to be at the end of 2020?
	4.1 Technologies and furniture investments are tied to strategic priorities.
	4.2 Property projects are completed.
	4.3 Feasibility study undertaken.

Key improvement strategies: *What will we do? When? Who is responsible?*			Indicators of progress *What will we see?*
What	*Who*	*When*	
4.1 To be future-focussed and invest in resources which support innovative learning.	Principal Business Manager DP	Ongoing	Investments in technology and furniture are aligned to strategic priorities.

4.2 Complete property objectives for 2020
   • Complete Chapel refurbishment.
   • Resurfacing of Netball Courts and installation of basketball hoops
   • Establish outdoor performing arts amphitheatre
	Principal
	Business Manager
	Property Manager
	AP (SC) (chapel)
		End Term 4	Project planning and construction timelines established.

4.3 Investigate the practicality of installing air conditioning throughout the College.	Principal, BOT, Business Manager	Term 2	Feasibility study is undertaken.
Monitoring This is ongoing and will involve updates on the plan according to the BOT meeting cycle.	*Resourcing* 4.1 Furniture grant, IT Budget. 4.2 Charities/Grants, Locally raised funds, Cookbook fundraiser.		

2	Reduce with an aim to removing gender-based disparity in Writing within the Year 7 & Year 8 (2019) cohorts. ***Baseline Data:***	1. Continued data tracking and support for identified students at risk of not achieving.	LoL English, LoL 7/8	Ongoing
		2. Face to face meetings with parents and whānau for students at risk of a poor outcome.	7/8 Teachers	Ongoing
		3. Investigate acceleration provision for priority learners.	AP (T&L), LoL 7/8	Term 1
		4. Use TAI methods to ensure that teachers are continually reflecting on the teaching and learning of these students.	DP, LoL 7/8	Ongoing
		5. Faculty response to PLD action plan.	LoL 7/8	Ongoing
		6. Develop strategies to address achievement and engagement of boys in writing.	WST (Writing)	Term 1
		7. Continue working with Write That Essay PLD	7/8 Teachers	Ongoing
		8. Continuation of the WST (Writing).	Principal	Term 1

Baseline Data table for row 2:

Writing (% below expected level)		
2018	Year 7 (19% of the cohort)	
	Male (50)	Female (66)
	29%	12%
2019	Year 7 (14% of the cohort)	
	Male (60)	Female (47)
	22%	4%
	Year 8 (19% of the cohort)	
	Male (50)	Female (68)
	32%	9%

2.2	Reduce with an aim to removing disparity in literacy achievement (reading and writing) for Māori and Pacific Peoples within the Year 7 & Year 8 (2019) cohorts. ***Baseline Data:***	1. Continued data tracking and support for identified students at risk of not achieving.	LoL English, LoL 7/8	Ongoing
		2. Face to face meetings with parents and whānau for students at risk of a poor outcome.	7/8 Teachers	Ongoing
		3. Investigate acceleration provision for priority learners.	AP (T&L), LoL 7/8	Term 1
		4. Use TAI methods to ensure that teachers are continually reflecting on the teaching and learning of these students.	DP, LoL 7/8	Ongoing
		5. Faculty response to PLD action plan.	LoL 7/8	Ongoing
		6. Develop strategies to address achievement and engagement of boys in writing.	LoL English, WST (Writing)	Term 1
		7. CRRP professional development to support teaching practice for Māori students.	7/8 Teachers, WST M&P	Ongoing Term 1
		8. Continue working with Write That Essay PLD Continuation of the WST (Writing).	7/8 Teachers Principal	

Baseline Data table for row 2.2:

Reading/Writing (% below expected level)		
2018	Year 7 (17% Reading/19% Writing)	
	Māori (14)	Pacific Peoples (3)
	36% R/29% W	0% R/67% W
2019	Year 7 (9% Reading/14% Writing)	
	Māori (17)	Pacific Peoples (4)
	24% R/24% W	25% R/0% W
	Year 8 (17% Reading/19% Writing)	
	Māori (14)	Pacific Peoples (3)
	29% R/21% W	67% R/67% W

3.	Improve the attainment of boys in University Entrance. A concerning downward trend of achievement has occurred over the past four years. ***Baseline Data:*** 	***2019***	***Girls***	***Boys***
UE	84%	58%
2018	***Girls***	***Boys***
UE	84%	68%
2017	***Girls***	***Boys***
UE	82%	70%
2016	***Girls***	***Boys***
UE	89%	76%		1. Academic monitoring and conferencing through Dean and Tutor teacher/Mentor. 2. Enhanced tracking through the SchoolPoint and Assay tools. 3. Early engagement with Careers advisor for all students in Year 13. 4. Facilitated Deans/Leaders of Learning achievement meetings (1-2 per term). 5. Development of scaffolded assessment tasks across the curriculum to facilitate and promote higher order thinking.	Yr 13 Dean, Tutors AP (T&L), Yr 13 Dean Head of Future Pathways AP (T&L), AP (PC) LoL, Teachers	Ongoing Ongoing Term 1 Terms 1-3 Ongoing