



Strategic Plan 2020 - 2022

Vision Statement: *Educating Catholic Leaders through Faith and Action*

Mission Statement: *To educate students in the Catholic Tradition of faith and love, recognising the uniqueness of the individual and challenging them to realise their potential in a multicultural environment that constantly strives for excellence.*

This **Strategic Plan** is the result of collaborative thinking and planning. The process was led by the Board of Trustees and Senior Leadership Team, and considers information gathered from internal reviews, external reviews including Special Character and ERO, and consultation and engagement with school stakeholders.

This **Strategic Plan** reflects the following Priorities:

Special Character: Fundamental to integration is the Special Character of the College. This is defined in the Integration Agreement as follows: *The school is a Roman Catholic School in which the whole school community, through the general school programme and in its religious instructions and observances, exercises the right to live and teach the values of Jesus Christ. These values are expressed in the Scriptures and in the practices, worship and doctrine of the Roman Catholic Church, as determined from time to time by the Roman Catholic Bishop of the Diocese*. Aquinas College is a Catholic educational community of learners, living our motto *'Hold fast to the truth'*. The Special Character of the College is central to all that happens here.

Excellence: Aspiring to excellence is central to what we do. We strive to be expert teachers and learners.

Ministry of Education Priorities: Aquinas College Board of Trustees places priority on all students achieving success and aims to provide an environment that empowers them to realise their potential, in a multi-cultural environment. The strategic goals and annual plan demonstrate clear links to the focus on the success of Māori, Pacific Peoples, and students with special education needs. The Board aims to ensure all learners achieve their own unique version of success by fostering strong connections with all sectors of the community.

Māori Dimensions and Inclusive Practice: Aquinas College is committed to welcoming and catering for diversity, and will provide inclusive and supportive learning environments to enable all students to achieve, and for *Māori to achieve educational success as Māori*. The Board has undertaken professional development in 2017, around its obligations in honoring the Treaty of Waitangi, and strengthening culturally inclusive practices in the school. The Board also completed the Hautu Review Tool in 2018.

Strategic Plan 2020-2022

Objective		2020	2021	2022
<p>Catholic Character: A commitment to develop men and women of strong faith, knowledge, deep spirituality, and committed service to others.</p>	<p>Integrating: Consultation and engagement with the community, and strengthening partnerships Development of culturally responsive practices Integration of our Graduate Profile across our four strategic objectives</p>	<ol style="list-style-type: none"> 1. To review and embed the Special Character within Aquinas College as part of three-year review cycle. <ol style="list-style-type: none"> i. Encounter with Christ ii. Strategic growth in knowledge iii. Christian witness iv. Safeguarding and strengthening Catholic Character 2. Facilitate opportunities for an Encounter with Christ <ol style="list-style-type: none"> i. Net Ministry ii. CSYMI 3. Strengthen family and parish connections. 4. Strengthen our shared understanding of our Graduate Profile. Integrate into programmes and practices. 	<ol style="list-style-type: none"> 1. To review and embed the Special Character within Aquinas College as part of three-year review cycle. <ol style="list-style-type: none"> i. Encounter with Christ ii. Strategic growth in knowledge iii. Christian witness iv. Safeguarding and strengthening Catholic Character 2. External Catholic Character Review 3. Continue to strengthen family and parish connections. 4. Embed Graduate Profile in programmes and practices of the College. 	<ol style="list-style-type: none"> 1. To review and embed the Special Character within Aquinas College as part of three-year review cycle. <ol style="list-style-type: none"> i. Encounter with Christ ii. Strategic growth in knowledge iii. Christian witness iv. Safeguarding and strengthening Catholic Character 2. Implement recommendations from External Catholic Character Review. 3. Embed Graduate Profile in programmes and practices of the College.
<p>Teaching and Learning: A commitment to maintaining and extending excellence and personal best though well developed, cohesive, connected, and diverse programmes.</p>		<ol style="list-style-type: none"> 1. Develop an AC Vision for Learning that improves student achievement with a specific focus on priority learners. <ol style="list-style-type: none"> a. Māori b. Pacific Peoples c. Students with additional needs d. Boys 2. With a focus on developing a school-wide approach to improving student achievement (while maintaining a specific focus on priority learners), continue engagement in, and commitment to professional learning and development in relation to our four strategic priorities: 	<ol style="list-style-type: none"> 1. To implement an AC Vision for Learning that improves student achievement with a specific focus on priority learners. <ol style="list-style-type: none"> a. Māori b. Pacific Peoples c. Students with additional needs d. Boys 2. Continue to build the capacity of staff through professional development in line with strategic priorities. 3. Implement junior curriculum and assessment framework. 4. Self-Review the following Curriculum Review dimensions: <ol style="list-style-type: none"> i. Pedagogy 	<ol style="list-style-type: none"> 1. To embed an AC Vision for Learning that improves student achievement with a specific focus on priority learners. <ol style="list-style-type: none"> a. Māori b. Pacific Peoples c. Students with additional needs d. Boys 2. Continue to build the capacity of staff through professional development in line with strategic priorities.

		<ul style="list-style-type: none"> a. Culturally responsive and relational pedagogy b. Learning with digital technology c. Literacy – Writing d. Differentiation <ol style="list-style-type: none"> 3. Development of connected and coherent Year 7-10 curriculum and assessment framework that will strengthen student achievement, supports learner well-being, be culturally responsive and reflects the Special Character of the College. 4. Develop strategic priorities and an action plan based on the 2018 and 2019 internal curriculum reviews. 5. Develop response to MOE review of NCEA framework in preparation for 2021 implementation. 6. Implementation and review of a Future Pathways programme for students Years 7-13. 	<ul style="list-style-type: none"> ii. Safeguarding dimension <ol style="list-style-type: none"> 5. Continue to meet requirements in the Curriculum Review Action Plan. 6. 2021 NCEA Implementation. 7. Implementation of any changes in Future Pathways based on implementation and review. 8. To develop a school-wide approach to improving student achievement based on the NELPs developed by MOE. 9. ERO Scheduled Review 	<ol style="list-style-type: none"> 3. Self-Review the following Curriculum Review dimensions: <ul style="list-style-type: none"> i. Assessment ii. Safeguarding dimension 4. Continue to meet requirements in the Curriculum Review Action Plan.
<p>Motivation & Promotion of Well-being of Learners & Staff: To maximise the engagement of students (and whanau) and staff in their learning journeys' and spiritual life of the College</p>	<p>Integrating: Consultation and engagement with the community, and strengthening partnerships Development of culturally responsive practices Integration of our Graduate Profile across our</p>	<ol style="list-style-type: none"> 1. Develop strategic priorities and implement an action plan based on the 2019 internal Pastoral Care review. <ul style="list-style-type: none"> a. Safe and healthy environment b. Policies, systems and processes c. External health services and education d. Safeguarding and strengthening pastoral care and student wellbeing. 2. Implementation and review of school-wide Mentoring programme. 3. Review of resourcing and enrolment of International Students, and implement recommendations 2020-2021 where applicable. 4. Whānau engagement. 	<ol style="list-style-type: none"> 1. To continue to implement the action plan from the internal Pastoral Care review. 2. Self-Review the following Pastoral Care dimensions: <ul style="list-style-type: none"> a. Safe and healthy environment. b. Safeguarding and strengthening pastoral care and student wellbeing 3. Implementation of any changes in Mentoring programme based on implementation and review. 4. Implement recommendations from the review of resourcing and enrolment of International Students. 5. Strengthen culturally responsive practices and whanau engagement. 	<ol style="list-style-type: none"> 1. To continue to implement the action plan from the internal Pastoral Care review. 2. Self-Review the following Pastoral Care dimensions: <ul style="list-style-type: none"> a. Policies, systems and processes. b. Safeguarding and strengthening pastoral care and student wellbeing. 3. Embed culturally responsive practices and whanau engagement.

<p>Facilities and resources: To ensure that management of facilities and resources support student outcomes.</p>		<p>1. Continue the development of the physical environment and resources of the College that complement improved student outcomes.</p>	<p>1. Continue the development of the physical environment and resources of the College that complement improved student outcomes.</p>	<p>1. Continue the development of the physical environment and resources of the College that complement improved student outcomes.</p>
---	--	--	--	--