



Annual Plan

2021

<ul style="list-style-type: none"> Youth Ministry team to foster Discipleship and encourage a living relationship with Christ through peer-to-peer ministry and being involved in retreats, cross-walk and prayer. Year 11 discipleship class to foster discipleship and encourage a living relationship with Christ through retreats, Cross Walk, prayer. Year 7-9 Sacramental Programme. Also see Annual Goal 4.3 			<p>involvement in retreats, testimony, cross-walk, sacramental programme etc.</p> <ul style="list-style-type: none"> Students complete the Sacraments of Initiation at the Mass of the Spirit.
<p>1.3. Strategic growth in knowledge – To assist our community in their growth in knowledge and understanding of Jesus Christ, his teachings and the Catholic Church.</p> <ul style="list-style-type: none"> Full staff retreat. Support is in place for all teachers to undertake additional PLD, especially in relation to evangelisation and spirituality. Board of Trustees PLD. 	DP (MS)	Ongoing	<ul style="list-style-type: none"> Record of Certification hours to show staff working towards RE or Special Character level of attainment. Ongoing development of individual faith journeys.
<p>1.4. Christian witness – To empower our community to integrate their faith and life.</p> <ul style="list-style-type: none"> Engaging with Cluny Sisters to strengthen authentic partnerships to connect faith in works. Commission work around the College to increase the prominence of Catholic identity. 	DP (MS)	Ongoing Ongoing	<ul style="list-style-type: none"> Strengthened relationships with Cluny Sisters. More prominence and connection in our community. Works are commissioned. Catholic identity is prominent within the College’s physical environment.
<p>1.5. Safeguarding and strengthening Special Character through stewardship, kaitiakitanga and compliance with legal obligations.</p> <ul style="list-style-type: none"> Tagged teacher role is defined and responsibilities are known. Increase number of Tagged Teachers from within staff team. Also see Annual Goal 4.3. 	Principal DP (MS)	Start Term 1 Term 2	<ul style="list-style-type: none"> Roles and responsibilities for Tagged Teachers are defined. More Tagged Teachers are appointed. Special Character PLD budget to support Tagged Teacher learning opportunities.
<p>Monitoring This is ongoing and will involve updates on the plan according to the BOT meeting cycle.</p>	<p>Resourcing 1.1 Special Character PLD budget 1.2 Special Character budget 1.3 Special Character PLD budget 1.4 Special Character budget, Property budget, Aquinas Foundation 1.5 Special Character PLD budget</p>		

Strategic Objective: Learning and Wellbeing

A commitment to design and deliver teaching and learning programmes that meet each student where they are at, connects them to the learning experience, are fully inclusive and promote success regardless of their situation and background.

<p>Strategic Goals</p> <ul style="list-style-type: none"> • Create opportunities and equip students for personal success with a specific focus on priority learners and meaningful future pathways. • Strengthen the engagement of curricular programmes with global and local narratives, both historical and contemporary, in order to facilitate stewardship and kaitiakitanga. • Support and resource practices to promote wellbeing for all students and staff. • Provide staff with opportunities to strengthen teaching, leadership and learner support capability through professional learning. 	<p>Baseline data: where are we now?</p> <ul style="list-style-type: none"> • Very high College-wide measures of academic success is ongoing. • Mentoring programme established (2020). • Pastoral Care Review (2019). • Curriculum Review (2018, 2019) • Wellbeing@School survey indicating largely positive indicators of culture, well-being and safety in school (2018). • Staff wellbeing strategies report and working group established (2019). • Staff wellbeing surveys (2018, 2020) • Staff wellbeing facilitator established (2020). • Various wellbeing initiatives for students and staff.
<p>Annual Goals</p> <p>2.1. Maintain College wide academic excellence, with a focus on reducing disparities in achievement and endorsements across genders and ethnicities.</p> <p>2.2. To continue to build the capacity of staff through dedicated professional learning and development opportunities, always reflecting our Special Catholic Character.</p> <p>2.3. Successfully implement the new Middle School learning and assessment framework programmes to create opportunities for students to demonstrate personal success across a holistic framework.</p> <p>2.4. Adopt a Vision for Teaching and Learning to communicate a unified set of values, beliefs and expectations for learning, based on the Graduate Profile, which will continue to enhance the existing high-performance learning culture across our College.</p> <p>2.5. Embed Aquinas College Mentoring programme to support students’ wellbeing, academic achievement and holistic development.</p> <p>2.6. Introduce and embed the ‘Five Ways to Wellbeing’ (Connect, Be Active, Take Notice, Keep Learning, Give) into all aspects of school life in order to encourage staff and students to take steps to manage their own wellbeing.</p>	

Key improvement strategies: <i>What will we do? When? Who is responsible?</i>			Indicators of progress <i>What will we see?</i>
<i>What</i>	<i>Who</i>	<i>When</i>	
<p>2.1. Maintain school wide academic excellence, with a focus on reducing disparities in achievement and endorsements across genders and ethnicities:</p> <ul style="list-style-type: none"> • Ongoing tracking of student achievement progress. • Middle School and Senior School leadership groups evidence-based achievement and progress meetings. 	<p>SLT, Deans, WST M&P, LoLs, Teachers, Mentor Teachers</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Academic monitoring sheets indicate cohort related measures of success. • Progress and achievement conversations involving students, staff and whānau.

<ul style="list-style-type: none"> Apply early intervention for students at risk of not achieving. <p><u>2021 Achievement Targets</u></p> <ul style="list-style-type: none"> University Entrance: 75% NCEA Level 3: 90% (65% with endorsement) NCEA Level 2: 95% (70% with endorsement) NCEA Level 1: 95% (80% with endorsement) Year 7-10 STAMSA Learning progress at/above Understanding level (85%) <p>**See also Student Achievement Targets for specific, disaggregated targets.</p>			
<p>2.2. To build the capacity of staff through dedicated professional learning and development opportunities, always reflecting our Special Catholic Character and Graduate Profile. Plan a differentiated programme of professional learning based around the following strategic priorities:</p> <ul style="list-style-type: none"> Culturally responsive and relational practice Learning with digital technologies Literacy – writing Differentiated practices Restorative Practices 	<p>Deputy Principal (SS)</p> <p>DP (SS), WST – M&P DP (SS), WST – LwDT DP (SS), WST – Lit DP (SS), SCT, SENCO AP (MS), AP (SS)</p>	<p>Ongoing</p> <p>Ongoing Ongoing Ongoing Ongoing</p>	<ul style="list-style-type: none"> 2021 Professional Learning calendar is planned to meet the identified priorities. PLD is differentiated to meet teacher needs. Staff are engaged in and reflect on their professional learning.
<p>2.3. Successfully implement the new middle school learning and assessment framework programmes to create opportunities for students to demonstrate personal success across a holistic framework.</p> <ul style="list-style-type: none"> A new set of faculty planning non-negotiables are developed that reflect the Aquinas College Graduate Profile and holistic framework of achievement. 	<p>Deputy Principal (MS), Assistant Principal (MS), LoL's</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> 2021 Year 7-10 curriculum and assessment framework is implemented and refined as required. Students are engaged in their learning and can demonstrate holistic achievement.
<p>2.4. Adopt a Vision for Teaching and Learning to communicate a unified set of values, beliefs and expectations for learning, based on the Graduate Profile, which will continue to enhance the existing high-performance learning culture across our College.</p>	<p>Principal Deputy Principal (MS), Deputy Principal (SS)</p>	<p>Term 1</p>	<ul style="list-style-type: none"> Vision for Teaching and Learning is finalised and implemented across the College.
<p>2.5. Embed Aquinas College Mentoring programme to support students' wellbeing, academic achievement and holistic development.</p> <ul style="list-style-type: none"> Peer coaching & professional development to strengthen teacher capacity in leading this programme. 	<p>Assistant Principal (MS), Assistant Principal (SS), GB</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> Student and whānau voice supports effective programme which supports their academic and pastoral foci.

<ul style="list-style-type: none"> • Provide ongoing and meaningful opportunities for Deans and Mentor teachers to plan. 			
<p>2.6. Introduce and embed the 'Five Ways to Wellbeing' (Connect, Be Active, Take Notice, Keep Learning, Give) into all aspects of College life in order to support students and staff in their wellbeing as well as encouraging them to take steps to manage their own wellbeing.</p> <ul style="list-style-type: none"> • Plan and implement annual initiatives to be coordinated through the staff wellbeing facilitator (staff) and student health wellbeing committee (students) 	Principal, Assistant Principal (MS), Assistant Principal (SS), Staff Wellbeing Facilitator, Student Executive	Term 1	<ul style="list-style-type: none"> • A common language and framework to support wellbeing is established. • The Five Ways to Wellbeing framework is implemented and reinforced through communication, support and initiatives.
<p>Monitoring This is ongoing and will involve updates on the plan according to the BOT meeting cycle.</p>	<p>Resourcing 2.2 PLD budget, Dedicated time 2.3 Dedicated time for meetings 2.5 Staffing allowance 2.6 Student welfare budget, Staff welfare budget</p>		

Strategic Objective: Whānau and Community Engagement

A commitment to establishing educationally powerful connections and relationships with whānau and communities. Working in partnership to provide access to a greater range and depth of resources to support the education endeavour and improved outcomes for all students.

<p>Strategic Goals</p> <ul style="list-style-type: none"> Strengthen engagement with wider College community with particular focus on Māori and Pasifika whānau. To develop partnerships with mana whenua to support local curriculum development. Continue dialogue with the entire College community, with a specific focus on Māori and Pasifika whānau and whānau of students with learning support needs, to promote a learning environment where all students can achieve personal excellence. 	<p>Baseline data: where are we now?</p> <ul style="list-style-type: none"> Whānau voice / community surveys (2018, 2019) BOT strategic planning community survey and hui (2020) Connected and committed whānau group Pacific aiga group established 2018 Various community hui Graduate Profile consultation Health programme consultation (most recently 2020) Multiple streams of communication (traditional media and social media) Marketing and Communications Manager appointed (2020)
<p>Annual Goals</p> <p>3.1. Implement SchoolPoint as a means of increasing communication and engagement about student learning, progress and pathways in the College.</p> <p>3.2. Engaging with Māori whānau and mana whenua to strengthen authentic partnerships and support development of local curriculum</p> <p>3.3. Engaging with Māori and Pacific whānau groups to begin conversations about what ‘success’ means for these groups.</p> <p>3.4. Develop Alumni strategy to improve communication, engagement, maintain links.</p>	

Key improvement strategies: <i>What will we do? When? Who is responsible?</i>			Indicators of progress <i>What will we see?</i>
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<p>3.1. Implement SchoolPoint as a means of increasing communication and engagement about student learning, progress and pathways in the College.</p> <ul style="list-style-type: none"> Review and refine use of SchoolPoint alongside developers. Ongoing professional development for teachers. Encourage use of SchoolPoint with families through support and training. Facilitate all booking and selection mechanisms through SchoolPoint to encourage usage. 	Deputy Principal (MS), Deputy Principal (SS)	Ongoing	<ul style="list-style-type: none"> Dedicated learning opportunities for staff Community communication to provide ‘how-to’ guides. Measures of engagement through SchoolPoint analytics.
<p>3.2. Engaging with Māori whānau and mana whenua to strengthen authentic partnerships and support development of local curriculum.</p> <ul style="list-style-type: none"> Full staff retreat to be held in Te Puna with mana whenua to foster relationships. 	Principal AST – Cultural WST – M&P	Ongoing	<ul style="list-style-type: none"> Strengthened relationships with whānau and mana whenua. Dialogue and engagement in localised curriculum resources.

<ul style="list-style-type: none"> • Termly whānau hui facilitated. • Strengthen relationship with mana whenua. 			
3.3. Engaging with Māori and Pacific whānau groups to begin conversations about what 'success' means for these groups.	WST – M&P	Ongoing	<ul style="list-style-type: none"> • Developing dialogue about what success looks like for Māori and Pacific whānau at Aquinas College.
3.4. Develop Alumni strategy to improve communication, engagement, maintain links. <ul style="list-style-type: none"> • Development could involve visiting schools with successful Alumni programmes. 	Principal Communications Manager	Term 4	<ul style="list-style-type: none"> • 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).
<p>Monitoring</p> <p>This is ongoing and will involve updates on the plan according to the BOT meeting cycle.</p>	<p>Resourcing</p> <p>3.1 PLD budget, dedicated time. 3.2 Hospitality budget, Māori resources budget. 3.3 Hospitality budget. 3.4 ICT budget, PLD budget.</p>		

Strategic Objective: Our Culture

A commitment to establishing a holistic and positive school culture which is safe, supportive, encouraging, inviting, and challenging for students and staff.

<p>Strategic Goals</p> <ul style="list-style-type: none"> • Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. • A strong commitment to promoting a safe and inclusive environment, free from racism, discrimination and bullying. • Promote holistic education and servant leadership through curricular and extracurricular endeavours. • Strengthen restorative practices to support relationships across the community that are open and inclusive. 	<p>Baseline data: where are we now?</p> <ul style="list-style-type: none"> • Wellbeing@School survey indicating largely positive indicators of culture, well-being and safety in school (2018). • Peer support programme • Atawhai programme • Varying anti-bullying initiatives • External health and wellbeing programme e.g. Loves Me Not, Chillax, Attitude, Life Ed etc. • External health and wellbeing services
<p>Annual Goals</p> <p>4.1. Implement a programme of professional development for staff in their use of te reo me ngā tikanga Māori.</p> <p>4.2. To ensure a safe and welcoming culture for students, further develop bullying prevention initiatives.</p> <p>4.3. To further develop a College-wide approach to continuous self-review and evidence-based decision making.</p> <p>4.4. Middle School Student Council to be established.</p> <p>4.5. Develop and implement an engaging and enjoyable interhouse competition that promotes full participation in school activities.</p>	

Key improvement strategies: What will we do? When? Who is responsible?			Indicators of progress What will we see?
What	Who	When	
4.1. Implement a programme of professional development for staff in their use of te reo me ngā tikanga Māori.	Deputy Principal (SS)	Term 1	<ul style="list-style-type: none"> • A commitment from all teachers to develop and practise te reo me ngā tikanga Māori in classrooms.
4.2. To ensure a safe and welcoming culture for students, further develop bullying prevention initiatives. <ul style="list-style-type: none"> • a bullying prevention strategy or plan is clearly documented, and that existing policies and processes fit with the plan • plans are promoted to all staff and students, and clearly and regularly communicated to parents, whānau, and the wider community 	Assistant Principal (SS), Assistant Principal (MS)	Term 1	<ul style="list-style-type: none"> • A bullying prevention strategy is drafted. • Continued proactive processes and initiatives delivered.
4.3. To further develop a College-wide approach to continuous self-review and evidence-based decision making.	Principal, SLT	Ongoing	<ul style="list-style-type: none"> • Reviews are tabled and unpacked.

<ul style="list-style-type: none"> • BOT Faculty Reviews • Faculty Evidence Based Reviews • Special Character Review 2021 action items • Pastoral Care Review 2021 action items • Curriculum Review 2021 action items • Review of Encounter with Christ (Special Character) • Review of Curriculum Design (Curriculum) • Review of Safe and Healthy Environment and Health of School Community (Pastoral) • Review of Strengthening and Safeguarding Catholic Character, Curriculum, Pastoral Care and Student Well-Being 	Principal DP (SS) DP (MS) DP (MS) AP (MS), AP (SS) DP (MS), DP (SS) DP (MS) DP (MS), DP (SS) AP (MS), AP (SS) Principal, DP (MS), DP (SS), AP (MS), AP (SS)		<ul style="list-style-type: none"> • 2021 action plan objectives are met. • Review of 2021 dimensions (SC, Pastoral, Curriculum) are undertaken with recommendations tabled, discussed and planned for.
4.4. Middle School Student Council to be established.	DP (MS), AP (MS)	Term 1	<ul style="list-style-type: none"> • Student Council established and meets at agreed times.
4.5. Develop and implement an engaging and enjoyable interhouse competition that promotes full participation in school activities. <ul style="list-style-type: none"> • Interhouse calendar of events to be created which promotes a range of activities throughout the school year. • Interhouse Council established. • Regular House point updates at assemblies. 	Assistant Principal (MS), Heads of Houses	Ongoing	<ul style="list-style-type: none"> • Interhouse calendar is published. • Interhouse Council established and meets at agreed times. • High levels of student and staff engagement in Interhouse Competition.
Monitoring This is ongoing and will involve updates on the plan according to the BOT meeting cycle.	Resourcing 4.1 PLD budget 4.4 Student leadership budget		

Strategic Objective: Facilities and Resources

A commitment to ensuring that facilities and resources support improved student outcomes.

<p>Strategic Goals</p> <ul style="list-style-type: none"> Continue the development of the physical environment and resources of the College to reflect our Catholic Character, improve student outcomes and manage potential future growth. 	<p>Baseline data: where are we now?</p> <ul style="list-style-type: none"> Property projects last 24 months: Chapel refurbishment 2019/2020, Refurbishment of netball and basketball courts, St Thomas Aquinas stained glass window, Gymnasium lighting. College-wide engineers air conditioning feasibility report 2020 Application for 250 student roll increase Continued contributions into Diocesan Catholic Building Development Fund Continued classroom and offices furniture renewal.
<p>Annual Goals</p> <p>5.1 Work alongside the Diocese to promote and progress the roll growth application.</p> <p>5.2 To be future-focused and invest in resources which support innovative learning.</p> <p>5.3 Complete property objectives for 2020:</p> <ul style="list-style-type: none"> Progress Administration block remodeling to include 2 x LSC offices Graduate Profile and Touchstones physical displays across the College campus 	

<p>Key improvement strategies: <i>What will we do? When? Who is responsible?</i></p>			<p>Indicators of progress <i>What will we see?</i></p>
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<p>5.1 Work alongside the Diocese to promote and progress the roll growth application.</p>	<p>Principal</p>	<p>Ongoing</p>	<p>Roll growth process timeframes are established and progressed accordingly.</p>
<p>5.2 To be future-focussed and invest in resources which support innovative learning.</p>	<p>Principal Business Manager</p>	<p>Ongoing</p>	<p>Investments in technology and furniture are aligned to strategic priorities.</p>
<p>5.3 Complete property objectives for 2020:</p> <ul style="list-style-type: none"> Progress Administration block remodeling to include 2 x LSC offices Graduate Profile and Touchstones physical displays across the College campus 	<p>Principal Business Manager Property Manager</p>	<p>Ongoing</p>	<p>Project planning and construction timelines established.</p>

Aquinas College Student Achievement Targets 2021

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 2020 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.	<p>Continue to reduce disparity in total certificate endorsements in NCEA for Māori, Pasifika and boys.</p> <table border="1"> <thead> <tr> <th>2020</th> <th>Girls</th> <th>Boys</th> <th>Māori</th> <th>Pasifika</th> </tr> </thead> <tbody> <tr> <td>Level 3</td> <td>78%</td> <td>56%</td> <td>58%</td> <td>0%</td> </tr> <tr> <td>Level 2</td> <td>75%</td> <td>61%</td> <td>36%</td> <td>50%</td> </tr> <tr> <td>Level 1</td> <td>88%</td> <td>77%</td> <td>70%</td> <td>100%</td> </tr> <tr> <th>2019</th> <th>Girls</th> <th>Boys</th> <th>Māori</th> <th>Pasifika</th> </tr> <tr> <td>Level 3</td> <td>64%</td> <td>43%</td> <td>62%</td> <td>50%</td> </tr> <tr> <td>Level 2</td> <td>96%</td> <td>67%</td> <td>41%</td> <td>0%</td> </tr> <tr> <td>Level 1</td> <td>85%</td> <td>74%</td> <td>80%</td> <td>0%</td> </tr> <tr> <th>2018</th> <th>Girls</th> <th>Boys</th> <th>Māori</th> <th>Pasifika</th> </tr> <tr> <td>Level 3</td> <td>71%</td> <td>44%</td> <td>22%</td> <td>0%</td> </tr> <tr> <td>Level 2</td> <td>75%</td> <td>51%</td> <td>65%</td> <td>75%</td> </tr> <tr> <td>Level 1</td> <td>89%</td> <td>79%</td> <td>53%</td> <td>75%</td> </tr> </tbody> </table>	2020	Girls	Boys	Māori	Pasifika	Level 3	78%	56%	58%	0%	Level 2	75%	61%	36%	50%	Level 1	88%	77%	70%	100%	2019	Girls	Boys	Māori	Pasifika	Level 3	64%	43%	62%	50%	Level 2	96%	67%	41%	0%	Level 1	85%	74%	80%	0%	2018	Girls	Boys	Māori	Pasifika	Level 3	71%	44%	22%	0%	Level 2	75%	51%	65%	75%	Level 1	89%	79%	53%	75%	<ol style="list-style-type: none"> Academic monitoring and conferencing through Dean and Mentor teacher. ‘Write That Essay’ PLD and strategies continue to improve critical literacy skills required for endorsement. Continued teacher development of culturally responsive resources to promote language, culture and identity within the learning context for Māori and Pasifika learners. In line with best practice for boys, development of scaffolded assessment tasks across the curriculum to facilitate and promote higher order thinking. Senior School Leadership team to monitor achievement and progress of Merit and Excellence credit attainments for these groups. 	SLT Senior Deans Leaders of Learning Teaching staff Mentor teachers	Terms 1-4
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2.	<p>Improve the achievement of Numeracy for specific cohorts of Year 9 students. 2019 and 2020 data has demonstrated an achievement deficit for boys, girls and Māori students which has increased further in 2020.</p>	<ol style="list-style-type: none"> Asttle data to be collected throughout the year three times. Teaching teams to unpack data and use it to inform strategies. Continued data tracking and support for identified students at risk of not achieving. 	LoL Maths, ALoL Maths, MSC Teachers DP (MS), LoL Maths	As per agreed dates Ongoing																																																												

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3.	<p>Improve the achievement of Literacy (reading and writing) for students of Māori and Pasifika decent. 2019 and 2020 data has demonstrated an achievement deficit for these students which has increased further in 2020.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Reading (% below expected level)</th> </tr> <tr> <th></th> <th style="text-align: center;">Māori</th> <th style="text-align: center;">Pasifika</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2019</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">25%</td> </tr> <tr> <td style="text-align: center;">2020</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Writing (% below expected level)</th> </tr> <tr> <th></th> <th style="text-align: center;">Māori</th> <th style="text-align: center;">Pasifika</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2019</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td style="text-align: center;">2020</td> <td style="text-align: center;">55%</td> <td style="text-align: center;">50%</td> </tr> </tbody> </table>	Reading (% below expected level)				Māori	Pasifika	2019	24%	25%	2020	29%	0%	Writing (% below expected level)				Māori	Pasifika	2019	24%	0%	2020	55%	50%	<ol style="list-style-type: none"> 1. Asttle reading data to be collected throughout the year three times. Teaching teams to unpack data and use it to inform strategies. 2. Deliberately incorporate Te Ao Māori contexts in learning programmes. Promote learner agency. 3. Continued data tracking and support for identified students at risk of not achieving. 4. Set up a Literacy specific database of these students –feedback from Year 7/8 teachers to feed into that on interventions made historically – update with any interventions made by Year 9 teachers 5. Implementation of WTE Writers Toolbox. 6. Face to face meetings with parents and whānau for students at risk of not achieving. 7. Investigate acceleration provision for students at risk of not achieving. 	<p>LoL Languages, ALoL Languages, ENS Teachers</p> <p>LoL Languages, ALoL Languages, ENS Teachers DP (MS), LoL Languages LoL Languages, ALoL Languages</p> <p>ENS Teachers ENS Teachers</p> <p>LoL Languages, ALoL Languages</p>	<p>As per agreed dates</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 1</p> <p>Ongoing Ongoing</p> <p>Term 1- Term 3 Ongoing</p>
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		<p>8. Use TAI methods to ensure that teachers are continually reflecting on the teaching and learning of these students. Differentiated practice to meet the needs of the students.</p> <p>9. CRRP professional development and specific in-class support from WST- M&P and AST 'Cultural Responsiveness'.</p> <p>10. Writing professional development and specific in-class support from WST- Literacy</p>	<p>LoL Languages, ALoL Languages</p> <p>LoL Languages, WST – M&P, AST</p> <p>WST – Literacy</p>	<p>Ongoing</p> <p>Ongoing</p>
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