Annual Plan

2018

Dated: 20 February 2018

Mr. M R Dalton
PRINCIPAL

1. **Catholic Character**

Objective

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

	Actions	Outcome	Responsibility	Timeline
1.1	Self-review of school-wide practices and institutions as it relates to the inclusion and reflection of Special Character at the College is undertaken	Special Character Report detailing the findings of this self-review with recommendations included. The four dimensions of the review will be: 1. Encounter with Christ 2. Growth in knowledge 3. Christian witness 4. Safeguarding and strengthening Catholic Character	Principal DSC	End Term 2
1.1.1	Undertake consultation from local Parishes and the Diocese.	Consultation undertaken and detailed in the Special Character Report.	DSC	End Term 2
1.2	Review the inclusion and reflection of Special Character across the curriculum.	Report detailing the findings of this self-review with recommendations included and detailed in the Curriculum Review report. The report will focus on the same four dimensions as detailed in 1.1.	DSC DC	End Term 3
1.3	Prepare for and engage in the Diocesan Catholic Character Review scheduled in Term 3.	Diocesan Catholic Character Report is tabled. Recommendations are considered and actioned as appropriate.	Principal/BOT DSC	End Term 3
1.4	Seek consultation from College community to inform the Graduate Profile that will be established in addition to the outcomes of 1.1, 1.1.1, 1.2 & 1.3.	Characteristics and qualities are identified and reflected in the Graduate Profile.	Principal/BOT DSC	End Term 4

2. Teaching and Learning

Objective

2. *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
2.1	Undertake a comprehensive review of curriculum in the junior school (Y7-10) including, but not limited to: • Assessment for learning • Pedagogical practice • Learner agency • Timetable • Student options • Culturally responsive practices • Integration of technology • Reporting • Inquiry • Engagement • Special Character • Pastoral care • Class placements	Review is undertaken and a comprehensive report documented with clear recommendations for implementation in 2019	DC Curriculum committee (CC)*	End Term 3
2.2	Seek consultation from College community to inform the Graduate Profile that will be established in addition to the outcomes of 2.1.	Characteristics and qualities are identified and reflected in the Graduate Profile.	Principal/BOT DC	End Term 4

*Curriculum committee that represents the cross-section of the College community to be established.

Objective

3. *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
3.1	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: 95% (75% 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: 85% 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: 85% reach e-asTTle level 4P - Year 7 Literacy: 90% reach e-asTTle level 3A - Year 7 Numeracy: 90% reach e-asTTle level 3A	Targets met	All staff	End Term 4
3.2	Continue engagement in, and commitment to professional learning and development in relation to culturally responsive and relational pedagogy.	Rongohia te Hau evidence will inform the implementation of culturally responsive practices across the College. An action plan is developed with a view to embedding culturally responsive practices in 2019.	Principal DP	Term 4
3.3	Undertake an inquiry into the disparity of achievement between young men and women at the College.	Strategies developed to address disparity that are informed by research.	DC CC	Term 4

3.4	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.	DC HOF Senco	Term 1
3.5	Develop robust school-wide tracking systems that regularly report progress of learners.	Student achievement is tracked allowing vulnerable learners to be identified and supported.	Principal DC	Term 1
3.6	Undertake a review of the plan to integrate digital technologies across the College.	Recommendations made for implementation in 2019	Principal DC	Term 3

Objective

4. ***To improve student achievement and engagement through the implementation of a 1-1 LwDT environment at Year 11.***

	Actions	Outcome	Responsibility	Timeline
4.1	Continue engagement in, and commitment to professional learning and development in relation to LwDT provided by Cyclone.	Teacher capability and efficacy develops. New strategies are implemented in learning programmes	DP DC	Term 4
4.2	Establish 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 DC	Term 4

3. Motivation and promotion of well-being of learners and staff

Objective

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

	Actions	Outcome	Responsibility	Timeline
5.1	Formalise the mentoring process through the Profiles section in Kamar.	Consistency and coherence is achieved in this process	DPC Deans	Term 1
5.2	Students complete the mentoring questions on the Kamar Web Portal in association with whanau ahead of their meeting	The meeting with the Dean is well informed and students are active participants.	DPC Deans	Term 1
5.3	Establish mechanisms to engage with whanau through this mentoring programme.	Whanau is well informed and engaged in partnership relative to the mentoring process.	DPC Deans	Term 1-
5.4	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.	All staff	Term 1-
5.5	Report on the effectiveness of this mentoring programme to the Principal and BOT.	Report tabled.	DPC	Term 4

Objective

6. ***To ascertain the institutions and practices that promote staff well-being.***

	Actions	Outcome	Responsibility	Timeline
6.1	Provide a synopsis of current institutions and practices as it relates to the provision of staff well-being.	Report compiled	DPC	Term 1
6.2	Conducting a staff well-being survey	Data is collected that highlights trends in staff well-being.	DPC Guidance Counselor	Term 2
6.3	An action plan is developed to respond to the evidence connected to 6.1 & 6.2	Recommendations are made to improve the well-being of staff.	DPC Guidance Counselor	Term 4

4. Facilities and Resources

Objective

7. *To continue the development of the physical environment of the College that complement improved student outcomes.*

	Actions	Outcome	Responsibility	Timeline
7.1	Undertake an analysis of the robustness of the wireless network in the College to support a BYOD environment in an increasingly connected world.	Analysis is undertaken and issues identified. Action plan developed.	ICT Committee	Term 1
7.2	Reconfigure administration block to accommodate the requirements of medical services in the College.	Improved accommodation of medical services	Principal	End Term 1
7.3	Undertake a school-wide facilities review, including a needs analysis of the multi-purpose space.	Report outlining the provision of facilities at the College, highlighting challenges and plans for development.	Principal/BOT	Term 4

Aquinas College Student Achievement Targets 2018

As in previous years, our Annual Plan will continue to aim for high levels of achievement across the school, as reflected in 3.1. 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 2017 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 ICT and its integration into our learning programmes is also an important aspect of this.

	Target	Actions	Responsibility	Timeline
1.	Remove disparity for Year 9 Māori students' achievement in Numeracy. In 2017, 22% of this cohort were below the standard compared to 11% for non- Māori).	1. ALIM2 and DMIC course will support ongoing development of teaching practice. 2. Students at risk of not achieving their potential are identified. 3. CRRP professional development to support teaching practice for Māori students.	SLT Year 9 Dean Mathematics faculty	All year
2.	Improve the quality and achievement in writing for males, with a particular focus on the Year 9 cohort. In 2017, there was a 16% disparity in achievement compared to girls, slipping further form a 6% gap in 2016 for the same cohort.	1. Use of data to identify priority learners and student needs. 2. Professional development undertaken to support writing, particularly for boys. 3. Development of scaffolded assessment tasks to support achievement in writing, particularly for boys.	HOFs Teaching staff	All year
3.	Reduce disparity in certificate endorsements in NCEA between males and females. Girls have outperformed boys at a significant rate. Since 2015, the results are: *2017* *Girls* *Boys* Level 3 79% 49% Level 2 88% 54% Level 1 95% 68%	1. Improved level of academic monitoring and conferencing through Dean and Tutor teacher. Further supported by refined data tracking sheets. 2. Faculties have time and PD opportunities provided for ongoing development of teaching practice to support achievement for boys.	SLT Teaching staff Tutor teachers	All year

	Year 10 85% 62%	3.	Development of scaffolded assessment tasks across the curriculum to facilitate and promote higher order thinking for boys.		
	2016 *Girls* *Boys* Level 3 85% 60% Level 2 76% 66% Level 1 87% 69% *2015* *Girls* *Boys* Level 3 71% 48% Level 2 80% 42% Level 1 83% 77%				
4.	Reduce the disparity in University Entrance for Boys and Māori. *2017* *Girls* *Boys* *Māori* UE 82% 70% 40% *2016* *Girls* *Boys* *Māori* UE 89% 76% 80% *2015* *Girls* *Boys* *Māori* UE 84% 51% 36%	1. 2. 3.	Improved level of academic monitoring and conferencing through Dean and Tutor teacher. Further supported by refined data tracking sheets. CRRP professional development to support teaching practice for Māori students. Faculties have time and PD opportunities provided for ongoing development of teaching practice to support achievement for boys.	SLT Year 13 Dean Year 13 staff Tutor teachers	All year
5.	Increase the numbers of students attaining NZ Scholarship passes.	1. 2. 3.	Potential Scholarship students identified and supported in preparation for Scholarship examinations. Teacher professional development opportunities offered and promoted. Facilitate Scholarship information evening at the beginning of Term 2.	SLT Year 13 staff Year 12 staff	All year