

AQUINAS COLLEGE STRATEGIC PLAN SUMMARY 2014–2017, PLUS ANNUAL PLAN FOR 2016

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.

VISION OF THE COLLEGE : Educating catholic leaders through faith and action.

INTRODUCTION : Aquinas College is a Catholic educational community of learners, living our motto “Kia mau ki te pono” (Hold Fast to Truth). The **special character** of the College is central to all that happens here, and is our key point of difference from other schools. We aim to develop men and women who strive to reach their potential in academic, sporting and cultural pursuits, who have strong faith, deep spirituality and are committed to service of others. We aim to continue Christ’s mission here on earth.

People are our greatest resource. We **aspire to excellence** in all that we do. We strive to be expert teachers and learners. We believe strongly in the **holistic development** of each student. Hence we wish to continue the improvement of opportunities and facilities in sports and the performing arts, alongside the intellectual & Spiritual development of our students. We recognise that we have a wide range of student needs and abilities, including students with Special Needs. As a school we strive to be fully “inclusive” providing a safe but challenging environment for all.

We recognise and celebrate the cultural diversity of our community. Maori students are supported through Te Reo programmes at all levels, Maori protocol (eg powhiri) and contact with local kura, (eg Te Wharekura o Mauao). We work towards and encourage our Maori students to enjoy “success as Maori”. Aquinas College does not offer full Maori immersion programmes however guidance will be given to any parent/student wishing to pursue such a course on the most appropriate way to achieve this goal. Also students entering the college from Kura or full immersion programmes will be guided and supported. International students (eg Asian, Pasifika) and their cultures are acknowledged and celebrated at Aquinas (eg International Week).

KEY AREAS OF DEVELOPMENT FOR THE COLLEGE

- 1 Catholic Character**
- 2 Leadership and People**
- 3 Curriculum**
- 4 Co-curricular Life of the College**
- 5 Resources and Facilities**

We note the importance of the **six Touchstones, Family, Joy, Prayer, Scholarship, Service, and Truth** to the life of the College. They provide the everyday context for all of our activities at the college.

	2014	2015	2016	2017
CATHOLIC CHARACTER	Continue to develop the 'Touchstones' in the life of the school. Review Catholic Character in the school.	Live the 'Touchstones of college in all aspects. Staff and students develop Christ-centred spirituality.	Continue to develop the 'Touchstones' in the life of the school. Strengthen parish-school & contributing schools relationships.	Continue to develop the 'Touchstones' in the life of the school. Foster strong Diocesan and school links.
LEADERSHIP AND PEOPLE	Ensure College is an active participant in wider community.	Give students opportunities for leadership in school life. School has a focus on the touchstone of family.	Develop further opportunities for student leadership. Staff provide leadership at all levels.	Develop further opportunities for student leadership. Board elections. Leadership in governance.
CURRICULUM (student outcomes)	High quality teaching and learning is evident at AC. Community of expert learners develops at AC. Curriculum reviewed to meet needs of our students. Data used to identify & assist priority learners	High quality teaching and learning is evident AC. Catholic Character is reflected in curriculum. Use of National Standards data reviewed. Data used to identify & assist priority learners	High quality teaching and learning is evident at AC. Community of expert learners develops at AC. Bicultural heritage is evident in curriculum. Data used to identify and support priority learners.	High quality teaching and learning is evident at AC. Community of expert learners develops at AC. Bicultural heritage is evident in curriculum. Data used to identify & assist priority learners
CO-CURRICULAR ACTIVITIES	Co-curricular programme enables holistic development.	Co-curricular programme enables holistic development. Review of ASA programme and high level achievement in sport and culture.	Co-curricular programme enables holistic development. Promote cultural and performing arts programme	Co-curricular programme enables holistic development. Promote high level achievement in sport and cultural activities.
FACILITIES AND RESOURCING	Promote development of Performing Arts Centre. Review maximum roll. Ensure resources and facilities are of high standard.	Promote development of Performing Arts facility. Ensure resources and facilities are of high standard.	Continue to promote and develop a Performing Arts Centre. Review maximum roll of college with Diocese.	Promote development of Performing Arts Centre. Ensure resources and facilities are of high standard.

AQUINAS COLLEGE ANNUAL PLAN 2016

As in previous years our Annual Plan will continue to aim for high levels of achievement across the school. However, we also recognise and acknowledge that there are groups of students who are considered “priority Learners” and others who are also at risk of not achieving to their potential.

These groups of students (who largely make up our students who may struggle in NCEA) include several of our Maori students, Pasifika students (although the actual number is very small) & Special Needs students. There are also particular groups of boys who need to be closely monitored and actions provided that will motivate and encourage them to strive to reach their potential. We also recognise that for some of these students “success” may not result in NCEA being achieved, but rather in individual goals dependent on the strengths and ability of each student.

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	Outcome
Goal 1 CATHOLIC CHARACTER	a) To review and build on the inclusion of the Special Character of Aquinas College across the curriculum.	This will mean doing a review at the start of the year, through the HOF's, of the way Catholic Character is currently built into different curriculum areas. Building this aspect of college life will involve faculties sharing good practice in this regard with other staff. Also using some faculty meeting time to build on this.	DSC and faculties.
	b) To have a focus on Social Justice through school wide events/activities.	This will involve a major event in Term 1 (eg a 40-hour famine type activity) using Caritas resources.	DSC, staff and students.
	c) To continue to strengthen the college Service Project Year 12 & 13) and the college Service Day.	Service activities are planned for, and all students are actively encouraged to take part.	DSC, staff and students.
Goal 2 PASTORAL CARE	a) To continue with and strengthen the use of Restorative Practice in the school.	This will involve further training through the providers being used for the Restorative Practice programme. HOF's will have further training in Restorative Practice (Terms 2 & 3)	DPC and all staff.

DPC, HOF's and all staff.

b) Continue with the strengthening of Inclusive Practice, using the results of the Inclusive Survey.

This will include the building of cultural awareness, especially of Tikanga Maori, as well as continuing to work with our Special Needs students across the school.

Goal 3 CURRICULUM

a) To continue with the development of ICT for teaching and learning in the college.

Staff and students will have opportunities to use devices (tablets/PC's etc) to investigate and identify how this technology can best be used for quality teaching and learning. We are part of the MOE PLD on digital learning in 2016. It will also involve faculties sharing with all staff ideas/strategies that they have trialled during the year.

All staff.

b) To be part of the Community of Learning to be launched in February, 2016.

Take up opportunities for staff to work within and across schools in the COL and make good use of the funding available to support the learning of students at all levels.

DC, HOF's and staff.

c) To review the current assessment practices around internal assessment and school exams.

HOF's review current assessment practices in faculties, to assist with student and staff workloads (HOF meetings)

DC, HOF's and staff.

d) To put into place e-access/portal for reporting to parents of student progress.

Provide the time & resources needed to allow for the development of the college portal to KAMAR.

DC and staff.

Goal 4 PROFESSIONAL DEVELOPMENT OF STAFF

a) To provide ongoing training in the use of ICT (including different devices) for quality teaching and learning.

This will include further staff training on the big picture around using ICT as a tool for enhancing learning using teaching as Inquiry/PLC's and Faculty IT leaders to provide opportunities for sharing of good practice. Also giving time for these skills to embed. Use the MOE's digital Learning PLD to assist in this development

All staff.

		b) To build on training in cultural awareness (basic Te Reo/Kahikitia/Tataiako), as part of ongoing learning of understanding Maori learners	Working with the whanau and using their expertise. Staff meetings / possible TOD.	All staff.
		c) To provide ongoing training for staff in the area of Restorative Practice as part of the Ministry funded initiative.	Training for all staff through staff meetings/SOD. Additional HOF training. Providing opportunities for staff to staff restorative practice	All staff.
Goal 5	CO-CURRICULAR ACTIVITIES	a) To provide the resources and support to assist the high level of student involvement in sporting and cultural activities.	Continue providing some mechanisms for support of staff highly involved in different activities (eg TIC's).	SLT, TIC's of major sports.
Goal 6	RESOURCING AND FACILITIES	a) To continue to work with the Diocese regarding a roll growth application for the college and the potential this will provide for an increase in teaching facilities.	Work with the BOT and the Diocese to plan for a roll increase application.	Principal and BOT.
		b) To provide a level of funding (from donations) that can go to the Diocese for the future development of a Performing Arts facility.	Budgeting provides for funding to the Diocese.	Principal, Business Manager, and BOT.

AQUINAS COLLEGE STUDENT ACHIEVEMENT TARGETS 2016

Target	Actions	Who?	Budget	Timeframe
1.				
Year 7 National Standards Reading - By the end of 2016 95% of all Year 7's will be reading at or above the National Standard appropriate to their age.	Use of data (PAT & asTTle) to identify priority Learners & student needs. External support for moderation of reading tasks as well as across school moderation. Use of exemplars from the National curriculum.	Year 7 staff.	Curriculum Budgets PD Budget	End of Year
Writing - By the end of 2016 90% of all Year 7's will be writing at or above the National Standard appropriate to their age.	External support for moderation of writing tasks as well as across school moderation. Use of exemplars from the National curriculum. Extra support for identified students below the standard will be provided in Terms 3 & 4.	Year 7 staff.	Curriculum Budgets	End of Year
Mathematics - By the end of 2016 86% of all Year 7's will be achieving at or above the National Standard appropriate to their age.	Classes are differentiated according to ability with additional support for the lowest group. "Mathletics" will be used as a teaching/learning tool for all students.	Year 7 staff.	Curriculum Budgets	End of Year
Use data to identify, and improve priority learners, including students with special needs.	Year 7 figures may adjust as more data becomes available			
2.				
Year 8 National Standards Reading - By the end of 2016 90% of all Year 8's will be reading at or above the National Standard appropriate to their age.	Use of data (PAT & asTTle) to identify Priority Learners & student needs. External support for moderation of writing tasks as well as across school moderation. Use of exemplars from the National curriculum.	Year 8 staff.	Curriculum Budgets PD Budget	End of Year
Writing - By the end of 2016 85% of all Year 8's will be writing at or above the National Standard appropriate to their age.	External support for moderation of writing tasks as well as across school moderation. Identified Year 8 students with low Writing scores will be supported –	Year 8 staff.	Curriculum Budgets	End of Year
Mathematics - By the end of 2016 85% of all Year 8's will be achieving at or above the National Standard appropriate to their age.	goal is to reach the National Standard level by the end of the year. Support provided in Terms 1 & 2. Classes are differentiated according to ability with additional support for the lowest group. "Mathletics" will be used as a teaching/learning tool for all students.	Year 8 staff.	Curriculum Budgets	End of Year

SCHOLARSHIP

Potential Scholarship students identified & supported in preparation for Scholarship exams.

Students sitting scholarship are given opportunities for extension in class.
Scholarship tutorials occur.

Staff teaching Scholarship students.
HOFs

Terms 2/3/4