



Annual Plan

2023

17 February 2023

Strategic Objective: Catholic Character

A commitment to develop students, their whānau and members of our College community to be of strong faith, knowledge, deep spirituality, and committed service to others.

Strategic Goals

- Implement and embed our shared understanding of our Graduate Profile. Integrate into programmes and practices.
- To review and embed the Special Character within Aquinas College as part of a three-year review cycle.
- Strengthen opportunities for authentic encounters with Christ across our community.

Annual Goals

- 1.1. Authentically empower our community's active Christian witness and practices through the use of prayer and forging an intentional connection with our Parishes.
- 1.2. Internal review of Christian Witness dimension plus Safeguarding and Strengthening Special Character dimension.

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>	
1.1. Authentically empower our community's active Christian witness and practices through the use of prayer and forging an intentional connection with our Parishes.			
1. Foster a meaningful connection between our Intentional Discipleship Pathway and our Parishes.	DP(MS)	Ongoing	<ul style="list-style-type: none"> ● Discipleship students are involved in Parish ministries and take up opportunities for an encounter with Christ in the Parish. ● Discipleship students meet with the Parish Priests to discuss how this connection in the Parish could be established. ● NET team lead and promote Parish School events, programmes to connect youth and their families with the Parish. ● Whole staff and student body engage in opportunities for prayer and reflection to grow in their faith, wherever they are on that journey, through prayerful connection with God.
2. Meet with Priests to collaborate on a plan to involve students in parish ministries.	DRS	Term 1	
3. Empower NET in school and support connection with the parish through Youth Mass and Youth Nights.	DRS	Ongoing	
4. Re-establish Parish College Masses in both Parishes.	DRS	Term 1-Term 4	
5. Further development of contemplative spaces around the school for prayer	DRS	Ongoing	
6. All Mentor classes and Faculty/team/staff meetings begin with prayer.	All staff	Ongoing	
7. Sacramental Programme to run at AC and sacraments completed in the Parish.	HES, DRS	Term 3	

1.2. Internal review of Christian Witness dimension plus Safeguarding and Strengthening Special Character dimension.			
1. On-going internal review and development of a strategic action plan arising from recommendations	Principal, DRS, DP (MS)	Term 3	1. Internal Review completed of two dimensions to show recommendations and an action plan.
<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>1.1 Special Character budget</p> <p>1.2 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.

Strategic Goals

- 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.

Annual Goals

- 2.1. Maintain College wide academic excellence, with a focus on reducing disparities in achievement and endorsements across genders and ethnicities.
- 2.2. Strengthen the integration of the Aquinas College Graduate Profile within our learning experiences and programmes of the College.
- 2.3. Through mana-enhancing relationships, teachers will promote equitable outcomes through differentiated practices to respond to the individual needs of learners.
- 2.4. Teachers are supported to continually improve their practice by understanding the impact they are having on students' learning, and adjusting their approaches accordingly.
- 2.5. Strengthen wellbeing practices across the College to ensure that learners and staff feel cared for and supported.

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>	
2.1. Maintain College wide academic excellence, with a focus on reducing disparities in achievement and endorsements across genders and ethnicities.			
<u>2023 Achievement Targets</u> - University Entrance: 80% - NCEA Level 3: 95% (60% with endorsement) - NCEA Level 2: 95% (65% with endorsement) - NCEA Level 1: 95% (75% with endorsement) - Year 10 STAMSA Learning progress at/above Understanding level (90%) - Year 9 STAMSA Learning progress at/above Understanding level (90%) - Year 8 STAMSA Learning progress at/above Understanding level (85%) - Year 7 STAMSA Learning progress at/above Understanding level (85%)	SLT, Deans, WST M&P, LoLs, Teachers, Mentor Teachers	Ongoing	- Fortnightly Deans and mentor Teachers PLD meetings focussed on achievement and progress. - Progress and achievement conversations involving students, staff and whānau. - Meaningful academic mentoring across the College through Mentoring Programme.
1. Implementation of targeted Literacy and Numeracy support programme for Years 8 & 9.	VZL, THN, GUS	Term 1-2 & Term 3-4	1. Students are accelerated in their Literacy and Numeracy achievement.

<p>2. Strengthen data tracking and analysis in Middle and Senior schools.</p> <p>**See also Student Achievement Targets for specific, disaggregated targets.</p>	<p>DPMS, DPSS, LoL, ALoL, Teachers</p>		<p>2. Data tracking (Power BI) and analysis.</p> <p>a. Unit analysis tool undertaken to assist reflection on programmes</p>
<p>2.2. Strengthen the integration of the Aquinas College Graduate Profile within our learning experiences and programmes of the College.</p>			
<p>1. Aspirational outcomes of the Graduate Profile are integrated into all faculties' curriculum planning.</p> <p>2. Each learning programme is responsible for integrating at least one progression as part of a centrally coordinated approach to ensuring widespread coverage.</p> <p>3. Staff PLD to address gaps in understanding which have been identified in the evaluation of the Graduate Profile.</p>	<p>LoLs, ALoLs</p> <p>DPs, LoL</p> <p>SLT</p>	<p>Ongoing</p>	<p>1. Faculty planning and documentation explicitly reflect the Graduate Profile.</p> <p>2. Progressions are mapped across the school's curriculum.</p> <p>3. Growth in understanding.</p>
<p>2.3. Through mana-enhancing relationships, teachers will promote equitable outcomes through differentiated practices to respond to the individual needs of learners.</p>			
<p>Teachers will:</p> <ol style="list-style-type: none"> Use a wide range of data and information to ensure they know where their students are at. Realise the potential of every learner, encouraging and supporting them to learn and achieve. Uphold the mana and dignity of every learner while maintaining high expectations for learning and behaviour. Take steps to remove barriers to learning. Offer flexibility and choice within teaching programmes. Provide feedback that clarifies a student's next steps. Consider assessment modes and opportunities to give students the greatest opportunity to demonstrate their understanding. <p>Faculties will:</p> <ol style="list-style-type: none"> Ensure a dynamic curriculum through the ongoing development of relevant, rich and responsive learning resources that are inclusive and equitable. <p>Evaluative Measure:</p> <ol style="list-style-type: none"> The NZCER teaching practices survey to be undertaken to identify areas of practice where teachers self-identify can be supported to ensure PLD is targeted and most beneficial. 	<p>Teachers, LoL, ALoL, SLT</p> <p>LoL, ALoL</p> <p>Principal, all teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Start Term 2 & End Term 3</p>	<p>1. Leader of Learning feedback from observations, faculty meetings and 1:1s report a very high level of engagement with this goal and these actions.</p> <p>1. Continued strengthening of curriculum resources that support equitable outcomes for diverse learners.</p> <p>1. NZCER teaching practices survey highlight Faculty strengths and areas for development are supported through intentional and targeted PLD.</p>

2.4. Teachers are supported to continually improve their practice by understanding the impact they are having on students' learning, and adjusting their approaches accordingly.			
1. All Learning Areas will have a clear plan for their teachers to gather regular and specific feedback on their teaching practice.	LoL, ALoL, Teachers	Ongoing	1. Teachers reflect on student voice and make adaptations to their practice to meet the needs of their learners.
2. NZCER teaching practices survey to be undertaken at the start of Term 2 and end of Term 3.	Principal, all teachers	Start Term 2 & End Term 3	2. Areas of strength and development in teaching practices are identified and supported for growth.
2.5. Strengthen wellbeing practices across the College to ensure that learners and staff feel cared for and supported.			
1. Plan and implement initiatives and learning opportunities to support students and staff in their wellbeing and encourage them to take steps to manage their own wellbeing in their learning and how best to respond to their needs.	SLT, Wellbeing coordinator (Staff) Deans, Mentors, Teachers (Students)	Ongoing	1. Continued strengthening of practices that support staff wellbeing. a. Mentoring programme supports wellbeing education and strategies to support students.
2. 2022 survey of staff wellbeing and practices of the College to be drilled down into and unpacked by staff working group.	Staff working group	Term 1	2. Recommendations for implementation are developed, agreed upon and actioned.
Monitoring This is ongoing and will involve updates on the plan according to the BOT meeting cycle.	Resourcing 2.1 Dedicated time for meetings, PLD budget 2.2 Dedicated time for meetings, PLD budget 2.3 Dedicated time for meetings, PLD budget 2.4 Dedicated time for meetings, PLD budget 2.5 Hospitality, staff welfare and student welfare budgets.		

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.

Strategic Goals

- 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.

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- 3.1.** Engaging with Māori whānau and mana whenua to strengthen authentic partnerships and support local curriculum development.
- 3.2.** Strengthening functional relationships with Māori and Pacific whānau groups to drive engagement and culturally responsive and relational practices.
- 3.3.** Family Touchstone - Authentically create opportunities for kanohi ki te kanohi within the College community.

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>	
3.1. Engaging with Māori whānau and mana whenua to strengthen authentic partnerships and support local curriculum development.			
1. Meet with mana whenua to establish a meaningful connection and foster this relationship throughout the year.	Principal, AP (Kaihautu Mātauranga Māori)	Ongoing	1. Ongoing dialogue and engagement with mana whenua.
2. Develop a learning context that is localised in all learning areas of the school.	AP (Kaihautu Mātauranga Māori)		2. Evidence of the localised learning context/mātauranga Māori across learning area programmes.
3.2. Strengthening functional relationships with Māori and Pacific whānau groups to drive engagement and culturally responsive and relational practices.			
1. Hold one whānau hui each term and allow whānau to construct another hui with staff members.	AP (Kaihautu Mātauranga Māori), SMT	Ongoing	1. Regular whānau and aiga hui.
2. Use whānau and aiga expertise to help facilitate school activities.	AP (Kaihautu Mātauranga Māori), SMT		2. Evidence of high levels of engagement and ako between ākonga, whānau, aiga and staff.

3.3. Family Touchstone - Authentically create opportunities for kanohi ki te kanohi within the College community.			
1. An intentional focus to engage our community to encourage participation and attendance at a range of college events.	SLT	Ongoing	1. Across these actions we will see high levels of engagement and a greater sense of community following COVID-19 restrictions.
2. Establish a PFA group (Parents and Friends of Aquinas) a. PFA to host a community event where families can come together and celebrate	Principal	Term 1	
3. 20 Year celebration event	Principal	Date TBC	
Monitoring This is ongoing and will involve updates on the plan according to the BOT meeting cycle.	Resourcing 3.1 Hospitality budget 3.2 Hospitality budget, Māori and Pasifika potential budget. 3.3 Hospitality budget		

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>Annual Goals</p> <p>4.1. Successfully implement and evaluate the impact of our Middle School mobile phone-free policy.</p> <p>4.2. Strengthen our collective understanding and implementation of Mātauranga Māori in learning programmes and school practices.</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>	
4.1. Successfully implement and evaluate the impact of our Middle School mobile phone-free policy.			
1. All staff consistently implement the policy in classes and during breaks.	Principal, All Staff	Ongoing	1. Community-wide understanding of the policy and expectations. 2. Staff feel supported and empowered to implement protocol.
2. Review protocol to identify challenges and unintended consequences. Adapt as appropriate.	All staff	Ongoing	
3. Review implementation of phone-free policy to determine potential changes for 2024.	Principal, All Staff	Term 3	
4.2. Strengthen our collective understanding and implementation of Mātauranga Māori in learning programmes and school practices.			
1. All staff recognise the equal status of mātauranga Māori.	AP (Kaihautu Mātauranga Māori)		1. All staff can evidence mātauranga Māori implementation as part of their learning programmes and wider school practices. 2. Two tikanga sessions per term to focus on engaging with mātauranga Māori.
2. Develop capacity and strengthen collective understanding of mātauranga Māori.	AP (Kaihautu Mātauranga Māori)		
Monitoring This is ongoing and will involve updates on the plan according to the BOT meeting cycle.	Resourcing 4.1 Administration budget 4.2 PLD budget		

Strategic Objective: Facilities and Resources

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

Strategic Goals

- 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.

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5.1. Continue engagement with the Diocese and Rubix on three current property projects – air quality upgrades, administration remodel (phase 1) & new build (roll growth)

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>	
5.1. Continue engagement with the Diocese and Rubix on three current property projects – air quality upgrades, administration remodel (phase 1) & new build (roll growth)			
1. Progress the roll growth application and associated new build planning.	Principal	Ongoing	• Projects are progressed/completed.
2. Oversee completion of the air quality upgrades project.	Principal	Term 1 - Term 2	• Ensure that building development plans reflect our Catholic Character and create a sense of belonging in a faith community.
3. Oversee completion of the Administration block remodelling (Phase 1)	Principal	Term 2 - Term 3	
Monitoring This is ongoing and will involve updates on the plan according to the BOT meeting cycle.	Resourcing 5.1. Furniture and fittings resource grant		

Aquinas College Student Achievement Targets 2023

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 2022 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.

Middle School Achievement Target One:	Actions	Responsibility	Timeline
<p>1. Improve the progress and achievement of Literacy (reading and writing) for the specific cohorts of Years 8 and 9 to focus on phonological awareness, ideas, structure and punctuation.</p> <p>At a granular level 2022 Literacy (writing and reading) data demonstrated the following:</p>	<ol style="list-style-type: none"> 1. Targeted Literacy timetabled classes run by Specialist Teachers to work with a group of students for two terms. Students attend 5 classes over a timetable cycle. 2. Introduction of Structured Literacy through the iDeal Programme to develop phonological awareness and to build comprehension skills. 3. Support for these teachers through the Kāhui Ako Across Schools Teachers for Structured Literacy 4. Teaching teams to unpack diagnostic testing data and use it to inform strategies and reflect on the impact of their teaching and learning programmes. 5. Differentiated practice to meet the learner where they are at and are able to connect to their learning. Teachers and Learning Areas will use the strategies identified in Annual Plan Goal 2.3 6. Sharing of strategies across Learning Areas to support student progress and 	<p>DP Middle School LoL/ AssLoL Homeroom /Class Teachers Middle Deans WST Literacy WST M&P Mentor</p>	<p>Ongoing Terms 1-4</p>

2023 Year 9 Cohort	Below the Expected Level in Reading	
2022	%	Students
Cohort (115)	13	15
Male (53)	17	9
Female (62)	10	6
Māori (20)	20	4
Pacific Peoples (5)	0	0
2021	%	Students
Cohort (116)	10	11
Male (54)	15	8
Female (62)	5	3
Māori (19)	11	2
Pacific Peoples (6)	17	1

Of the 20 students (12 Females and 8 Males) who identify as Māori, 4 Males and 1 Female are achieving below the expected level.

- achievement.
7. Data tracking of students and inquiring into progress in learning areas and at Middle School.
 8. Use of LSCs to support classroom and scoping of student progress.
 9. Incorporate Te Ao Māori contexts in learning programmes and promote learner agency.
 10. Face-to-face meetings with parents to discuss student achievement and progress, especially for students who are at-risk.
 11. CRRP Professional Development for teachers.
 12. Specific in-class support from the WST for Literacy focussing on Literacy across the curriculum.
 13. Tuakana-Teina: Put in place individual student tutors and/or Lunchtime maths help with kai to entice students to attend.

2023 Year 9 Cohort	Below the Expected Level in Reading	
2022	%	Students
Cohort (115)	13	15
Male (54)	17	9
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Pacific Peoples (5)	0	0
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Cohort (116)	10	11
Male (54)	15	8
Female (62)	5	3
Māori (19)	11	2
Pacific Peoples (6)	17	1

Out of the 15 students who are not at the expected level: one student is ORS funded and five students have diagnosed learning differences, such as slow processing.

Of the 20 students (12 Females and 8 Males) who identify as Māori, 2 Males and 2 Females are achieving below the expected level.

2023 Year 8 Cohort	Below the Expected Level in Writing	
2022	%	Students
Cohort (108)	21	23
Male (45)	38	17
Female (63)	10	6
Māori (18)	11	2
Pacific Peoples	0	0

Of the 18 students (10 Females and 8 Males) who identify as Māori, 2 Males are achieving below the expected level.

2023 Year 8 Cohort	Below the Expected Level in Reading	
EOY 2022	%	Students
Cohort (108)	15	16
Male (45)	24	11
Female (63)	8	5
Māori (18)	6	1
Pacific Peoples (6)	0	0
SOY 2022	%	Students
Cohort (108)	21	23
Male (45)	31	14
Female (63)	14	9
Māori (18)	50	9
Pacific Peoples (6)	0	0

Of the 18 students (10 Females and 8 Males) who identify as Māori, 2 Males are achieving below the expected level			
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Middle School Achievement Target Two:	Actions	Responsibility	Timeline																																							
<p>2. Improve the progress and achievement of Numeracy for the specific cohorts of Years 8 and 9 to focus on explicit teaching of content and process ideas.</p> <p>At a granular level 2022 Numeracy data demonstrated the following:</p> <table border="1" data-bbox="346 638 737 1382"> <thead> <tr> <th>2023 Year 9 Cohort</th> <th colspan="2">Below the Expected Level in Numeracy</th> </tr> <tr> <th>2022</th> <th>%</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>Cohort (116)</td> <td>13</td> <td>15</td> </tr> <tr> <td>Male (54)</td> <td>43</td> <td>23</td> </tr> <tr> <td>Female (62)</td> <td>11</td> <td>7</td> </tr> <tr> <td>Māori (20)</td> <td>20</td> <td>4</td> </tr> <tr> <td>Pacific Peoples (5)</td> <td>20</td> <td>1</td> </tr> <tr> <th>2021</th> <th>%</th> <th>Students</th> </tr> <tr> <td>Cohort (116)</td> <td>16</td> <td>18</td> </tr> <tr> <td>Male (54)</td> <td>19</td> <td>10</td> </tr> <tr> <td>Female (62)</td> <td>2</td> <td>1</td> </tr> <tr> <td>Māori (19)</td> <td>16</td> <td>3</td> </tr> <tr> <td>Pacific Peoples (6)</td> <td>33</td> <td>2</td> </tr> </tbody> </table>	2023 Year 9 Cohort	Below the Expected Level in Numeracy		2022	%	Students	Cohort (116)	13	15	Male (54)	43	23	Female (62)	11	7	Māori (20)	20	4	Pacific Peoples (5)	20	1	2021	%	Students	Cohort (116)	16	18	Male (54)	19	10	Female (62)	2	1	Māori (19)	16	3	Pacific Peoples (6)	33	2	<ol style="list-style-type: none"> 1. Targeted Numeracy timetabled classes run by Specialist Teachers to work with a group of students for two terms. Students attend 5 classes over a timetable cycle. 2. Teaching teams to unpack diagnostic testing data and use it to inform strategies and reflect on the impact of their teaching and learning programmes. 3. Differentiated practice to meet the learner where they are at and are able to connect to their learning. Teachers and Learning Areas will use the strategies identified in Annual Plan Goal 2.3 4. Use of LSCs to support classroom and scoping of student progress. 5. Sharing of strategies across Learning Areas to support student progress and achievement. 6. Data tracking of students and inquiring into progress in learning areas and at Middle School. 7. Inquiring into disparities and reflecting on learning programmes. 8. Incorporate Te Ao Māori contexts in learning programmes and promote learner agency. 9. Face to face meetings with parents to discuss student achievement and progress, especially for students who are at-risk. 10. CRRP Professional Development for teachers. 11. Specific in-class support from the WST for 	<p>DP Middle School LoL/ AssLoL Homeroom /Class Teachers Middle Deans WST Literacy WST M&P Mentor</p>	<p>Ongoing Terms 1-4</p>
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Of the 20 students (12 Females and 8 Males) who identify as Māori, 2 Males and 2 Females are achieving below the expected level.

Out of the 15 students who are not at the expected level - one student is ORS funded and five students have diagnosed learning differences.

2023 Year 8 Cohort	Below the Expected Level in Numeracy	
EOY 2022	%	Students
Cohort (109)	10	11
Male (46)	11	5
Female (63)	10	6
Māori (18)	0	0
Pacific Peoples (6)	0	0
SOY 2022	%	Students
Cohort (109)	46	51
Male (46)	37	17
Female (63)	54	34
Māori (18)	44	8
Pacific Peoples (6)	17	1

Of these 11 students 2 students have diagnosed learning differences.

Numeracy focussing on Numeracy across the curriculum.

- Tuakana-Teina: Put in place individual student tutors and/or Lunchtime maths help with kai to entice students to attend.