



POMPALLIER CATHOLIC COLLEGE
Te Kāreti Katorika o Pomapārie

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**Strategic and Annual Plan for
Pompallier Catholic College**

2019 - 2021

Principals' endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

Last update: 9th April, 2019.

BOT Approved: 9th April, 2019.

Pompallier Catholic College 2019 - 21

Strategic Intentions

School Motto	<i>Diligere Verum Love the Truth Arohatia te Whakapono</i>
Vision	Pompallier Catholic College is a Catholic community with a Marist charism that challenges all students to excel in their endeavours. We promote Christian values, excellence in learning and quality relationships to enable students to be outstanding citizens. Our College shall be a place where all "...encounter the living God who in Jesus Christ reveals his transforming love and truth".+
Values	<p>At Pompallier Catholic College we are people of hope, striving to be the person God calls us to be, facing challenges while maintaining the mana of all.</p> <p>Our values reflect Marist community values:</p> <ul style="list-style-type: none"> - inquiry by thinking critically, creatively and reflectively - equity, justice and respect for all people, and the environment - compassion, and <i>aroha</i> in all our relationships
Principles	At Pompallier Catholic College our decision making, pedagogy and relationships will be directed by the Gospel virtues and the Catholic Social Justice Principles of: Human Dignity, Common Good, Solidarity, Preferential Option for the Poor, Stewardship, Participation, Subsidiarity.
Māori Dimensions and Cultural Diversity	In our commitment to the Treaty of Waitangi, we acknowledge that this country was established as a bicultural state and that the Treaty is a living covenant, and a taonga (sacred treasure), thereby affirming our commitment to bicultural relationships within Pompallier Catholic College and to being respectful of all other cultures in our College community.

Baseline Data and/or School Context to consider.									
Catholic Character	Student and Parents surveys' outcomes. Preference criteria classifications.								
Students' Learning	Use asttle, NCEA, to aid decision making. Academic Outcomes								
Student Engagement	As measured by retention, stand downs, suspensions and exclusion rates, indicates no concerns. Student Engagement								
School Organisation and Structures	Impacting upon decision making: <ol style="list-style-type: none"> 1) The Building development plan moves all classes into a smaller site footprint. Year 7/8 classes no longer in a separate area of the school. 2) NCEA review due early 2019. 3) SMT changes with DP, AP. 4) Roll growth requiring change in number of classes at Year 7/8, Year 10. 5) Canteen upgrade. 6) Parental invoicing alignment with MOE regulations. 								
	Roll 2019	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	TTL
	NZ	75	85	83	79	84	68	57	531
	International	2			4	7	8	5	26
Review of Charter and Consultation	BOT review in November and March each year. Consultation with staff via staff meetings. Draft emailed to parents for feedback.								

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2019 - 2021
Catholic Character	<p>Pompallier Catholic College is a Catholic community with a Marist charism where students encounter the living God. An on-going encounter with Christ leads them to a desire for further knowledge and to give Christian witness.</p> <p>Undertake an annual review of Special Character in accordance with the Catholic Special Character Review for Development.</p>	<p>By encouraging and facilitating the development of a personal relationship with Jesus Christ via the sacraments, prayer, retreats, service and the Religious Education program.</p> <p>By assisting the community to grow in the knowledge and understanding of Jesus Christ, his teachings and the Catholic Church via communication with whānau and our parish connections.</p> <p>By providing a hope-filled Christian witness which empowers its community members to integrate their faith and their life.</p> <p>2019: Review of: “How is the Catholic worldview integrated into the daily practices of the school and into all curriculum areas?” Dimension 2: Te Whakatu ma te matauranga Growth in Knowledge. #3) Catholic Curriculum</p> <ul style="list-style-type: none"> • Annual Proprietors Special Character review. • HOL reporting to BOT. • Special Character statement heading all BOT policies. • Curriculum documents incorporating principles of social justice. • Promotion of social justice principles via assemblies and in-class RST teaching. • The provision of a sexuality programme aligned with Catholic teaching.

	<p>Our students are well rounded, outstanding citizens confident to participate and contribute fully to their God given abilities.</p>	<p>2020: Review of: “How does the school, as an authentic Catholic community, demonstrate a strong commitment to the principles of Te Tiriti o Waitangi/The Treaty of Waitangi, reflecting the commitment of the Aotearoa New Zealand Catholic Church to bicultural partnership?” Dimension 3: Te Whakaatu Karaitiana Christian Witness. #4) Te Tiriti o Waitangi</p> <p>2021: Review of: “How does faith-based leadership effectively shape the school’s vision and direction, so as to ensure a genuine and ongoing encounter with Christ?” Dimension 1: Te Tutaki ki a te Karaiti Encounter with Christ. #3) Faith-based Leadership</p> <p>Students learning integrates principles of Catholic Social Justice.</p> <p>Students have opportunities to be engaged in social justice activities.</p>
<p>Students’ Learning</p>	<p>All students achieve success through the Pompallier Catholic College Curriculum.</p> <p>No student leaves education without a minimum of NCEA L2</p>	<p>By developing and implement teaching and learning strategies to address the needs of all students.</p> <p>By ensuring that the College has a teaching and learning programmes to provide all students in Years 7–10 with opportunities to progress and achieve for success in all areas of the National Curriculum.</p> <p>Through the analysis of good quality assessment information, evaluate the progress and achievement of students, giving priority first to student progress and achievement in literacy and numeracy in Years 7/8; and then to: breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school’s curriculum, and the scope of the National Curriculum.</p> <p>To introduce the digital technologies curriculum for Years 7-10 by the end of 2019.</p>

		<p>Provision of learning via the principles associated with STEAM.*</p> <p>Through the enrolment of students in NorthTec trade academies.</p>
Student Engagement	<p>Through the analysis of information, identify students and groups of students who are not progressing and/or achieving and those who are at risk of not progressing and/or achieving.</p>	<p>By providing appropriate career education and guidance for all students with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.</p> <p>By the employment of a Family Worker to provide support and guidance for families in our College community.</p>
School Organisation and Structures	<p>Provide a safe physical and emotional environment for students and staff to further the desired educational outcomes of the College.</p>	<p>By promoting healthy food and nutrition for all students and staff.</p> <p>By providing counselling support for staff and students.</p> <p>By being a school that operates by restorative practices.</p> <p>To comply with any legislation currently in force or that may be developed to ensure the safety of students and employees.</p>
Personnel	<p>Develop and implement personnel and industrial policies which promote high levels of staff performance and satisfaction.</p> <p>Professional Development of the SMT.</p>	<p>To be a good employer as defined in the State Sector Act 1988.</p> <p>To comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.</p> <p>By the suitable training and remuneration of support staff.</p> <p>To enable the long-term support and promotion of Special Character via tagged teachers.</p>

		<p>By the employment and development of staff to support the Special Character of the College.</p> <p>By regular reflection and learning opportunities for the SMT.</p>
Property	Provide a safe, healthy learning environment for students and staff.	<p>In conjunction with the Auckland Catholic Property department, apply a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.</p> <p>In conjunction with the Auckland Catholic Property Office, provide sufficient teaching space for students and ensure buildings are fit for purpose.</p> <p>By complying with the negotiated conditions of any current and capital asset agreement.</p>
Finance	Financial resources shall be managed in a fiscally responsible manner.	<p>The provision of annual reports and monthly financial reports.</p> <p>The alignment of income and expenditure with budget.</p> <p>By maintaining staffing at financially viable and approved levels.</p>

Annual School Improvement Plan – SUMMARY

Domain	Annual Goal	Target	Short Report
Catholic Character	<p>1) Catholic Curriculum</p> <p>Catholic worldview integrated into the daily practices of the school and into all curriculum areas.</p>	<p>Integration of Catholic Social Justice principles into curriculum areas and college practices/policies by end of 2019.</p> <p>A comprehensive Sexuality program be developed for all Year levels via consultation with students and family by the end of Term 2, 2019.</p>	<p>CB to the BOT in T3.</p> <p>PK and DN to the BOT in T3.</p>
Students' Learning	<p>Ensure on-going high levels of student success in NCEA.</p> <p>No student leaves education without NCEA Level 2.</p>	<p>At Level 3 NCEA at least: 85% of students shall attain Level 3 NCEA 70% of students shall attain U.E 80% of students shall attain 80 Level 3 credits or more.</p> <p>Merit and Excellence endorsement in NCEA: Levels 1, 2 and 3 are at a minimum level of 15% for Excellence and 30% for Merit annually.</p> <p>All students attain Level 2 NCEA or move to further education that enables such an outcome.</p>	<p>RS to BOT in April.</p>

	<p>Digital Technologies Curriculum Introduction of Digital Technologies Curriculum.</p> <p>To investigate the possibility of offering learning via the learning and teaching principles of STEAM commencing 2020.*</p> <p>NorthTec Trade Academies.</p>	<p>A strategy is devised for the implementation of the digital curriculum for Year's 7-10 in 2020.</p> <p>An investigation identifies:</p> <ul style="list-style-type: none"> • Possible projects • Targeted students • Staffing requirements • A strategy for implementation <p>To enable selected students in Year 12 and Year 13 to enrol in Trade Academies.</p>	<p>AU and CL to BOT in T3</p> <p>Professional Learning Group with BE</p> <p>Guidance Counsellor and Deans Years: 11, 12</p>
Student Engagement	<p>Specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.</p>	<p>Develop procedures for record keeping and data analysis on KAMAR.</p> <p>Identification of at risk students and the development of Individual Education Programmes (IEP'S).</p>	<p>HU to BOT in T2</p> <p>HU to BOT in T2</p>
School Organisation and Structures	<p>Review current structure and organisation for Years 7-10 to discern whether educational outcomes can be enhanced via other approaches.</p>	<p>Set up terms of reference for a review Reporting date T3 in 2019.</p> <p>Protocol/procedures be discerned and communicated to staff.</p>	<p>RS and FT: BOT report in T3</p>
Personnel	<p>To enable the long-term support and promotion of Special Character via tagged</p>	<p>Development of existing Catholic staff</p> <ul style="list-style-type: none"> • Retreats 	<p>On-going reporting by RS.</p>

	<p>teachers.</p> <p>Develop and promote a school culture that supports high levels of staff work-place satisfaction.</p> <p>Professional development addressing a range of educational issues and needs.</p>	<ul style="list-style-type: none"> Professional development <p>Surveys indicate high levels of staff work-place satisfaction.</p> <p>TOD's relating to career education and digital technology.</p>	
Property	<p>All property shall be water tight.</p> <p>Sufficient teaching space shall be available for students.</p> <p>To have on-going dialogue with the Auckland Catholic Property Office.</p> <p>To have an accurate site plan for the College identifying integrated and non-integrated property which is shared with MOE, Property Office, the College BOT.</p>	<p>Refurbishment of Canteen.</p> <p>Replace the roof on College Chapel.</p> <p>Refurbishment of room 24/25 interior.</p> <p>On-going property work in consultation with the Catholic Property Office.</p> <p>Installation of LED lighting.</p> <p>Painting of swimming pool.</p>	<p>On-going reporting by RS.</p>
Finance	<p>Financial resources shall be managed in a fiscally responsible manner.</p>	<p>Alignment of Invoicing with MOE regulations.</p> <p>Ensure donation claims align with IRD regulations.</p>	<p>Finance sub-committee reporting.</p>

2019 Improvement Plan # 1 Domain: Students' Learning.

Strategic Goal: No student leaves education without NCEA L2

Annual Goal: Improve individualised goal setting and planning via the Whānāu teacher.

Baseline data and Annual Target: *Where do we want to be at the end of 2019? The focus is on student outcomes.*

School leavers with Level 2	2014	2015	2016	2017	2018	2019 target
% with Level 2 (No. students without NCEA L2)	87 (11)	93 (9)	96 (3)	91 (6)	?	100%

Where are we now? Summarise data – using a grid with key data can be powerful in that the reader is then in the position to judge the value of the target. This provides justification for what you are targeting.

Key Improvement Strategies

When	What (examples) <i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher/leader behaviours? When will we see it?</i>
	Whānāu support staff will have discerned an appropriate recording format that enables on-going conversations with students in whānāu groups. Must be recorded in KAMAR and available on portal. Shared with Deans, Guidance Counsellor.	CB and Deans	By the end of T1, leaders will have in place an agreed format for the collation of data.
	Have notes for all senior students in the whānāu.	CB/HU	By the end of T1, teachers will be made familiar with the template and begin to collect information.

	Senior students will have had a discussion with parents and whānāu teacher re; future aspirations.	Whānāu teachers	By the end of T2, senior students will have engaged in a reflective process re; aspirations and target setting for future.
Monitoring			
<i>How are we going – check student outcomes every term</i>		Auditing via viewing details on KAMAR.	
<i>Where are the gaps? What needs to change if this is not working?</i>		Engaging all staff in setting higher expectations.	
Resourcing			
<i>How much money and time is needed? Who will help us?</i>		Use extended whānāu time on Tuesdays	

2019 Improvement Plan # 2 Domain: All Learning Areas/Department/Faculty/Syndicate

School Annual Learning Goal

Digital Technologies Curriculum (Years 7-10) devised with a focus upon:

- a) Computational thinking for digital technologies
- b) Designing and developing digital outcomes

[Digital Curriculum](#)

See base of page for further information

School Annual Learning Target *Where do we want to be at the end of 2019?*

Introduction of the digital curriculum for Years 7-10.

Baseline data and Target (Dept. or Syndicate etc)

What measurable outcome does this Dept. want to achieve at the end of 2019?

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing

When	What	Who	Indicators of Progress <i>What will we see that has changed in learner/teacher behaviours? When will we see it?</i>
	By the end of T1, leaders will have identified a strategy for the consideration of the BOT and Staff.	AU/CL	Conversation identifying the required/desired change that needs to be made. HOL meetings have identified a desire to offer the computational thinking as a stand-alone program involving coding such as "Scratch"

			Designing and developing digital outcomes will be integrated via specific subjects. Need to identify some activities for each year level that might be addressed by a range of digital applications and look for how they might sit within a learning area.
	By the end of T1 teachers will be notified about possible changes for 2020		Teacher feedback re any impact upon their learning area.
			By the end of T2 learners will have an awareness of the changes in teaching/learning for 2020.
<p>Monitoring <i>How are we going? Where are the gaps? What needs to change?</i></p>			
<p>Resourcing <i>How much money and time is needed? Who will help us?</i> Access is a challenge to some families re; purchase of suitable equipment within a BYOD environment. The curriculum leaves no space for additional input unless we remove existing provisions. Consider: Using Year 7/8 ICT option as means to provide computational thinking but where would we run our Digital safety course for junior students?</p>			

2019 Improvement Plan # 3. Domain: All HOL's and SMT (All curriculum areas)

School Annual Learning Goal		School Annual Learning Target	
The integration of Social Justice Principles into curriculum areas and college practices/policies.		<p><i>Where do we want to be at the end of 2019?</i></p> <p>A coherent strategy being applied to raise students' awareness of Social Justice Practice principles and the application of such principles.</p> <p>Students and staff understanding of the principles.</p> <p>The principles being applied within the College community and via its engagement with the wider community.</p>	
Baseline data and Target (Dept. or Syndicate etc)			
<i>What measurable outcome does this Dept. want to achieve at the end of 2019?</i>			
Key Improvement Strategies			
<i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress
			<p><i>What will we see that has changed in learner/teacher behaviours?</i></p> <p><i>When will we see it?</i></p>
	By the end of T1, leaders will have made frequent reference to the 7 principles in staff prayer, assemblies, meetings and policy decisions.	RS	<p>All teachers will be familiar with the seven principles the College are using.</p> <p>Conversation will reference the principles re; decision making.</p>

	The linking of principles into curriculum areas is evidenced in documents.	CB	By the end of T1, teachers will have plans that explicitly link curriculum and some of the social justice principles.
	Promotion/teaching material linking principles to college practices such as Service Day and House Fundraising.	MG	Design of promotion material and/or strategy, T1. Material in place T2.
	Teaching of principles via RST classes.	DN	By the end of T1, learners will be familiar with the 7 principles and their general meaning via RST classes
<p>Monitoring. <i>How are we going? Where are the gaps? What needs to change?</i> <i>Review and alter the plan term-by-term to respond to changes.</i> Use Staff meetings, House meetings.</p>			
<p>Resourcing. <i>How much money and time is needed? Who will help us?</i></p>			

2019 Improvement Plan # 4. Domain Religious Education/Health

School Annual Learning Goal

A comprehensive Sexuality program be developed for all Year levels via consultation with students and family.

School Annual Learning Target

Where do we want to be at the end of 2019?

- 1) Staff are suitably trained.
- 2) A program for senior students is developed by the end of Term 1 2019.
- 3) A program for Year 7-10 is developed by the end of T2.
- 4) Community consultation in T3.
- 5) An approved program is delivered for senior students in Term 4 2019.

Baseline data and Target (Dept. or Syndicate etc)

What measurable outcome does this Dept. want to achieve at the end of 2019?

By the end of 2019 staff are trained to deliver a programme for Year 7 -13.

A programme has been developed with in consultation with community and students.

Programme enhances Catholic Character.

Key Improvement Strategies

What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing

When	What	Who	Indicators of Progress
			<p><i>What will we see that has changed in learner/teacher behaviours?</i></p> <p><i>When will we see it?</i></p>

	Develop the syllabus in consultation with the BOT, staff, students and community.	DN, PK	Before the end of T2, leaders will have provided a syllabus for all levels for the College.
		RS, DN	By the end of T2, sufficient teachers will have been trained to deliver the programme.
		DN	By the end of T1, senior students will have provided feedback re; what they desire to have in the programme.
<p>Monitoring <i>How are we going? Where are the gaps? What needs to change?</i> <i>Review and alter the plan term-by-term to respond to changes.</i></p>			
<p>Resourcing <i>How much money and time is needed? Who will help us?</i> PD budget for training of staff.</p>			

2019 Improvement Plan for Introduction of STEAM # 5. /Department/Faculty/Syndicate			
School Annual Learning Goal		School Annual Learning Target	
To enable the inclusion of the STEAM concept within the Year 7-10 curriculum in the 2020 school year.		<i>Where do we want to be at the end of 2019?</i> For students in Year's 7 -10 to have ready in 2020 a project based STEAM activity that incorporates: inquiry learning, critical thinking, dialogue with partners and based upon a real-life situation/problem/issue.	
Baseline data and Target (Professional Learning Group)			
<i>What measurable outcome does this group want to achieve at the end of 2019?</i>			
An investigation identifies:			
<ul style="list-style-type: none"> • Possible projects • Targeted students • Staffing requirements • A strategy for implementation 			
Key Improvement Strategies			
<i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing</i>			
When	What	Who	Indicators of Progress
			<i>What will we see that has changed in learner/teacher behaviours?</i> <i>When will we see it?</i>
			By the end of T1, leaders will have identified personnel and a procedure for the investigation.

			By the end of T1, teachers will be aware of the principles underlying the STEAM approach
			By the end of T3, learners will have provided feedback to the report authors re areas of interest and suggested delivery processes.
Monitoring <i>How are we going? Where are the gaps? What needs to change?</i> <i>Review and alter the plan term-by-term to respond to changes.</i>			
Resourcing <i>How much money and time is needed? Who will help us?</i>			

Other 2019 Key Improvement Strategies to Achieve Strategic Vision			
Property	Short Report	Finance	Short Report
3 roofs to be replaced. Canteen refurbishment up to enclosure readiness. Chapel Roof replaced. Two classrooms refurbished. Landscaping. Solar Energy.		Revised form of invoicing parents. Monitor impact upon finances.	
Personnel	Short Report	Community Engagement	Short Report
Dress Code for 2020.		Health Curriculum. Preparation for 50 th .	

+ Pope Benedict XVI, Address to Catholic Educators of the United States.

* **STEAM** is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking associated with a real-life situation/problem/issue. The critical thinking is an important skill for students to live in the modern world. [STEAM Curriculum](#)

Suggestion:

Consider issues raised under a Social Justice Principles for the investigation.
How might we link the digital curriculum to this learning?

Could students undertake a project each year (Years 7-10) within a particular curriculum area?
How familiar are staff and students with the Inquiry method utilised by STEAM approaches?
Conceptual frameworks for critical thinking (Blooms, Solo, Thinking Skills Framework).

Example: (Year 9)

Principle: Stewardship/Kaitiaki.

Purpose: How to have less seagulls and more Tui and Kereru around our College.

Curriculum Leadership Area: Technology.

Digital Technologies Notes

Computational thinking for digital technologies – Students will develop an understanding of computer science principles that underlie all digital technologies. They'll learn core programming concepts so that they can become creators of digital technology, not just users.

Designing and developing digital outcomes – Students will learn how to design quality, fit-for-purpose digital solutions.

[Digital Curriculum](#)

[Progress Outcomes](#)

Designing and Developing Digital Outcomes:

Aligned with Level 5 of the NZC is Progress Outcome 3

Computational Thinking for Digital Technologies

Aligned with Level 5 of the NZC is Progress Outcome 5