



POMPALLIER CATHOLIC COLLEGE
Te Kāreti Katorika o Pomapārie

State Highway 14, Maunu 0179
PO Box 10-042, Te Mai 0143
Whangarei, New Zealand
Tel: 09 438 3950
www.pompalliercollege.school.nz

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

2021 - 2023

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

Process:

Presentation to BOT: 20th October 2020, 17th November 2020, 16th February 2021

Staff Presentation: 28th January 2021

Principal Update: 29th November 2020, 15th January 2021

BOT Approval: 16th February 2021.

Pompallier Catholic College 2021 - 23

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.
Kaupapa Māori and Cultural Diversity	<p>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.</p> <p>We embrace Te Ao Māori and Te Reo Māori in our lives as Catholics in Te Tai Tokerau.</p> <p>We look to Bishop Pompallier as a beacon of courage and commitment knowing that our journey was one that he himself embraced.</p>

Baseline Data and/or School Context to consider.

Catholic Character	Student and Parents surveys' outcomes. Preference criteria classifications.																											
Students' Learning	Use asttle, PAT, Deans meetings, 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	<p>Impacting upon decision making:</p> <ol style="list-style-type: none"> 1) Loss of income from International students. 2) NCEA review on-going. 3) Significant Roll growth at all levels and Year 7/8 in particular. 4) Installation of 4 new classroom, commencement of refurbishment in main teaching block, demolition of two classrooms. 5) Presence of Covid-19 and its associated impacts. <table border="1" data-bbox="533 906 1966 1134"> <thead> <tr> <th>Roll 2021</th> <th>Year 7</th> <th>Year 8</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> <th>Year 12</th> <th>Year 13</th> <th>TTL</th> </tr> </thead> <tbody> <tr> <td>NZ</td> <td align="center">87</td> <td align="center">83</td> <td align="center">92</td> <td align="center">100</td> <td align="center">93</td> <td align="center">75</td> <td align="center">70</td> <td align="center">600</td> </tr> <tr> <td>International Confirmed</td> <td></td> <td></td> <td></td> <td></td> <td align="center">1</td> <td></td> <td></td> <td align="center">1</td> </tr> </tbody> </table>	Roll 2021	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	TTL	NZ	87	83	92	100	93	75	70	600	International Confirmed					1			1
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International Confirmed					1			1																				
Review of Charter and Consultation	BOT review in November and March each year. Consultation with staff via staff meetings. Consultation with Māori whānau ropu. Draft emailed to parents for feedback.																											

Strategic Section

Strategic Goals		Core Strategies for Achieving Goals 2021 - 2022
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>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>Undertake an annual review of Special Character in accordance with the Catholic Special Character Review for Development.</p>	<p>2021: Review of: “How effectively does the school ensure that education occurs in a safe, nurturing environment supported by a strong pastoral care network in which each member of the community is known, respected, cared for and aware that they are loved unconditionally by God?” From Dimension 3: Te Whakaatu Karaitiana Christian Witness. #4) Pastoral Care</p> <p>2022: 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?” From Dimension 1: Te Tutaki ki a te Karaiti Encounter with Christ. #3) Faith-based Leadership</p> <p>2023: Review of: “How effectively does the school, as an authentic Catholic community, promote and support active Catholic witness and practice in the school and in the parish, of which it is an integral part?” From Dimension 3: Te Whakaatu Karaitiana Christian Witness. #1) Catholic School Community</p>

	Our students are well rounded, outstanding citizens confident to participate and contribute fully to their God given abilities.	Students learning integrates principles of Catholic Social Justice. Students have opportunities to be engaged in social justice activities.
Te Tiriti o Waitangi	To give effect to Te Tiriti o Waitangi by - i) working to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and iii) achieving equitable outcomes for Māori students	Emphasise the importance of local history and practices; Improve the teaching of te reo Māori and tikanga Māori; Contribute to meeting the Crown’s duty to actively protect tino rangatiratanga rights; and Make a significant contribution to achieving the Crown’s <i>Strategy for Māori Language Revitalisation 2018 – 2023 – Maihi Karauna</i> .
Students’ Learning	All students achieve success through the Pompallier Catholic College Curriculum.	By developing and implement teaching and learning strategies to address the needs of all students. 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. 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. To embed the digital technologies curriculum for Years 7-10.

		Provision of learning via the principles and pedagogy associated with STEAM.*
	No student leaves education without a minimum of NCEA Level 2	Through the enrolment of students in NorthTec trade academies, Gateway, Universities, and STAR supported courses. Development of on-line learning using Google classrooms for all students and staff.
Student Engagement	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.	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. By the on-going employment of a Family Worker to provide support and guidance for families in our College community.
School Organisation and Structures	Provide a safe physical and emotional environment for students and staff to further the desired educational outcomes of the College.	By promoting healthy food and nutrition for all students and staff. By providing counselling support for staff and students. By being a school that operates by restorative practices. To comply with any legislation currently in force or that may be developed to ensure the safety of students and employees.
Personnel	Develop and implement personnel and industrial policies which promote high levels of staff performance and satisfaction.	To be a good employer as defined in the State Sector Act 1988. To comply with the conditions contained in employment contracts applying to teaching and non-teaching staff. Engaging with external service providers to promote expectations that their employees receive the living wage.

		Develop and promote a school culture that supports high levels of staff work-place satisfaction (Wellbeing).
	Professional Development of the Tagged teachers.	To enable the long-term support and promotion of Special Character via tagged teachers. By the employment and development of staff to support the Special Character of the College.
	Professional development of SMT.	By regular reflection and learning opportunities for the SMT.
Property	Provide a safe, healthy learning environment for students and staff.	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. In conjunction with the Auckland Catholic Property Office, provide sufficient teaching space for students and ensure buildings are fit for purpose. By complying with the negotiated conditions of any current and capital asset agreement.
Finance	Financial resources shall be managed in a fiscally responsible manner.	The provision of annual reports and monthly financial reports. The alignment of income and expenditure with budget. By maintaining staffing at financially viable and approved levels.

Annual School Improvement Plan – SUMMARY

Domain	Annual Goal	Target	Short Report
Catholic Character	1) Catholic Curriculum How effectively does the school ensure that education occurs in a safe, nurturing environment supported by a strong pastoral care network in which each member of the community is known, respected, cared for and aware that they are loved unconditionally by God?"	That systems are in place to ensure that ākonga are personally known, cared for, and provided with support as required. That pastoral care systems make use of the support offered by Church, government, local authority and social service agencies. (From the Catholic Special Character review document).	DP / DRS Term 3 to BOT
	2) Review of the Health programme	A health syllabus is developed for Year 7/8 and another for Year 9-10 and its method of delivery is specified.	AP Curriculum Term 2
	3) Charity actions associated with school events for House fundraising: a) Fiafia night b) School Ball c) Matariki Festival d) Junior Social e) Year 11 Dance		
Treaty of Waitangi	Promote Te Reo and Tikanga Māori amongst students and staff and highlight the connections between Bishop Pompallier, Iwi and the Catholic Church	Via the Year 10 curriculum review process, evaluate having te reo Māori and Tikanga Māori as a required course in Year 10 By the end of 2021 all staff and students: Can count to ten in Māori	AP Curriculum TIC Māori

		<p>Recite the days of the week in Māori All staff can use an appropriate greeting and pepeha.</p> <p>The BOT commits to allocating staffing for the teaching of te reo Māori at NCEA in 2022.</p>	
	<p>Staff have an understanding of the history of the Catholic mission at Tangiteroria and Te Parawhau Iwi and its connection into the story of our College.</p>	<p>A TOD to visit Pompallier House, Poroti and Tangiteroria Marae, Hatoi and other places of historical significance to te Parawhau Iwi and our Marist history.</p> <p>Learn about the Catholic and Māori History and the whakapapa of our College.</p>	<p>Principal: on-going reporting</p>
<p>Students' Learning</p>	<p>Ensure on-going high levels of student success in NCEA.</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>Celebration/Acknowledge NCEA Excellence and Merit endorsements at assembly.</p>	<p>Principal to BOT in April</p> <p>DP at second assembly</p>
	<p>No student leaves education without NCEA Level 2.</p>	<p>All students attain Level 2 NCEA or move to further education that enables such an outcome.</p>	<p>Guidance Counsellor, AP Curriculum, Gateway Co-outcome.</p>

			ordinator and Deans Years: 11, 12
	Digital Technologies Curriculum Complete provision of Digital Technologies Curriculum.	Review and further develop programme for the digital curriculum for Years 7-10.	AP Curriculum and FT report to BOT Term 3.
	Offering learning via the learning and teaching principles of STEAM at Years 7 – 10.		DP report to BOT Term 3
	NorthTec Trade Academies.	To enable selected students in Year 12 and Year 13 to enrol in Trade Academies.	
Student Engagement	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.	Develop procedures for the identification and tracking of “at risk” students. Tracking of “at risk” students and the use of Career Central. Development of Individual Education Programmes (IEP’s).	Careers Advisor and Learning Support Co-ordinator to BOT in Term 3
School Organisation and Structures	Ensure a coherent curriculum flow for Years 7 – 10 to enhance educational outcomes.	Schemes of work are sufficiently detailed to meet the needs of the College and to enable a coherent curriculum flow.	AP to Principal in Term 1 and BOT report in Term 2
	To provide terms of reference for a review of the Year 10 curriculum.	Completion of task.	Principal report to BOT in Term 1
	To undertake a review of the Year 10 curriculum.	Provision of report.	Principal and AP Curriculum in Term 2
Personnel	To enable the long-term support and promotion of Special Character via tagged teachers.	Development of existing Catholic staff <ul style="list-style-type: none"> • Retreats 	On-going reporting by Principal

		<ul style="list-style-type: none"> Professional development 	
	Develop and promote a school culture that supports high levels of staff work-place satisfaction (Wellbeing).	Surveys indicate high levels of staff work-place satisfaction.	
	Professional development addressing a range of educational issues and needs.	As determined via the Professional Learning Groups.	
	Induction process for all new staff and relieving teachers	A process is discerned, recorded and made reviewed annually by DP.	DP to BOT in Term 1
Property	All property shall be water tight.	Fire alarms in Canteen.	Principal: on-going reporting
	Sufficient teaching space shall be available for students.	On-going property work in consultation with the Catholic Property Office.	
	To have on-going dialogue with the Auckland Catholic Property Office.		
	Landscaping projects to enhance student amenities and appearance	Front rock wall of school entrance way. Tree planting and gardens.	
Finance	Financial resources shall be managed in a fiscally responsible manner.	Alignment of Invoicing with MOE regulations.	Finance sub-committee reporting.

2021 Improvement Plan # 1. Domain Special Character

<p>School Goal</p> <p>That education occurs in a safe, nurturing environment supported by a strong pastoral care network in which each member of the community is known, respected, cared for and aware that they are loved unconditionally by God?"</p>	<p>School Target</p> <p><i>Where do we want to be at the end of 2021?</i></p> <ol style="list-style-type: none"> 1. As people of the Gospel and in the light of the preferential option for the poor, staff and students treat each person with respect and aroha, and reach out to those most in need. 2. Systems are in place to ensure that ākongā (and staff) are personally known, cared for, and provided with support as required. 3. Behaviour management processes are fair, clear to all, and guided by restorative practice, linked to Catholic social teaching. 		
<p>Baseline data and Target.</p> <p><i>What measurable outcome does the SMT want to achieve at the end of 2021?</i></p>			
<p>Key Improvement Strategies</p> <p><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></p>			
When	What	Who	Indicators of Progress
			<i>What will we see that has changed in learner/teacher behaviours? When will we see it?</i>
????	Principles of Social Justice	DRS	Understanding of the 7 principles and the emphasis on principles of human dignity, care for creation and the preferential option for the poor.
Staff Meeting T1	Staff have input and opportunity for discussion re restorative practice	Principal	Staff are familiar with restorative practice methodology and rational within a Catholic School context

Staff meeting T1	Pastoral needs identification, tracking and support is occurring via whanau classes, guidance, deans and classroom teachers.	DP	Staff are recording via Kamar and Careers Central relevant student data.
<p>Monitoring</p> <p><i>How are we going? Where are the gaps? What needs to change?</i></p> <p><i>Review and alter the plan term-by-term to respond to changes.</i></p>			
<p>Resourcing</p> <p><i>How much money and time is needed? Who will help us?</i></p> <p>PD budget for training of staff.</p>			

2021 Improvement Plan # 2 Domain: Students' Learning.

School Goal:

No student leaves education without NCEA Level 2.

School Target:

Development of on-line teaching and learning using Google classroom.

Baseline data and Annual Target: *Where do we want to be at the end of 2021? The focus is on student outcomes.*

School leavers with Level 2	2015	2016	2017	2018	2019	2020 target
% with Level 2	93	96	93	94	88	100%
(No. students without NCEA L2)	(9)	(3)	(5)	(4)	(6)	

2019: Of the 6 without Level 2 – 2 into apprenticeships, 1 International.

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>
Term 1, Week 2	Staff are able to create and populate a Google Classroom for all of their Classes inclusive of Whanau classes.	AP EOTC/TT	Term 1, Week 3: staff have created a Google classroom for all of their classes. Staff attest to having created a Google classroom for all classes (AP curriculum to manage)

Term 1	Professional Learning session relating to the use of Google applications within the context of Google classroom	Principal and highly skilled staff.	Utilisation of Google classroom to support regular teaching and ability to use it for remote delivery of teaching and learning.
Monitoring <i>How are we going – check student outcomes every term.</i>			
Resourcing <i>How much money and time is needed? Who will help us?</i>			

2021 Improvement Plan # 3 Domain: Personnel

School Goal		School Target	
The school shall provide an induction process that meets the needs of new staff and the operation of the College.		<i>Where do we want to be at the end of 2020?</i> A formal induction process is developed for the support of all new staff members and relief teachers. A staff exit survey is constructed and administered. The process is reviewed at the end of each year.	
Baseline data and Target			
<i>What measurable outcome does this Dept. want to achieve at the end of 2020?</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
			<i>What will we see that has changed in learner/teacher behaviours? When will we see it?</i>
T1	An induction process meets the initial and on-going needs of various parties.	DP	New staff affirm that the process meets their needs.
T2	Exit Survey	AP TT	A rational and procedure is developed for the use of exit surveys and a suitable survey is developed for staff
T4	Review of induction process	DP	
Monitoring			
<i>How are we going? Where are the gaps? What needs to change?</i>			

Resourcing

How much money and time is needed? Who will help us?

	Designated learning areas have provided a STEAM activity to at least 50% of the relevant year group.	COL Tech Year 9-10	The provision of the activity shall be concluded before the end of Term 3.
<p>Monitoring</p> <p><i>How are we going? Where are the gaps? What needs to change?</i></p> <p><i>Review and alter the plan term-by-term to respond to changes.</i></p>			
<p>Resourcing</p> <p><i>How much money and time is needed? Who will help us?</i></p> <p>Material to be sourced from relevant department budgets.</p> <p>PD for specific staff available at STEM online PD via subscription to be paid from PD budget.</p>			

Other 2021 Key Improvement Strategies to Achieve Strategic Vision			
Property	Short Report	Finance	Short Report
Marist House roof replaced. Landscaping. Furnish new classrooms.		On-going monitoring of finances.	
Personnel	Short Report	Community Engagement	Short Report
Transition to new model of teacher registration. Staff training in Special Character.		Covid-19 information. Preparation for 50 th .	

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