



**POMPALLIER CATHOLIC COLLEGE**  
**Te Kāreti Katorika o Pomapārie**

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

**2022 - 2024**

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

**Process:**

Presentation to BOT

Staff Presentation

Principal Update: 9<sup>th</sup> March 2022

**BOT Approval: 15<sup>th</sup> March 2022.**

## Pompallier Catholic College 2022 - 24 Strategic Intentions

<b>School Motto</b>	<i>Diligere Verum    Love the Truth    Arohatia te Whakapono</i>
<b>Vision</b>	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".+
<b>Values</b>	<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"> <li>- inquiry by thinking critically, creatively and reflectively</li> <li>- equity, justice and respect for all people, and the environment</li> <li>- compassion, and <i>aroaha</i> in all our relationships</li> </ul>
<b>Principles</b>	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.
<b>Kaupapa Māori and Cultural Diversity</b>	<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.**

<b>Catholic Character</b>	Student and Parents surveys' outcomes. Preference criteria classifications. Special Character Review from 2021.																																		
<b>Students' Learning</b>	Use asttle, PAT, Deans meetings, NCEA, to aid decision making. <a href="#">Academic Outcomes</a>																																		
<b>Student Engagement</b>	As measured by retention, stand downs, suspensions and exclusion rates, indicates no concerns. <a href="#">Student Engagement</a>																																		
<b>School Organisation and Structures</b>	<table border="1" data-bbox="533 619 1966 842"> <thead> <tr> <th>Roll 2022</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>116</td> <td>89</td> <td>99</td> <td>87</td> <td>101</td> <td>90</td> <td>56</td> <td>638 (650)</td> </tr> <tr> <td>International Confirmed</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>3</td> </tr> </tbody> </table> <p data-bbox="533 906 929 933">Impacting upon decision making:</p> <ol data-bbox="577 949 1736 1284" style="list-style-type: none"> <li>1) NCEA review on-going.</li> <li>2) Pilot school for NCEA Level 1 Literacy and Numeracy.</li> <li>3) Introduction of NZ Histories.</li> <li>4) Significant Roll growth at all levels and Year 7/8 in particular.</li> <li>5) An intake of 80 students in Year 7, 2023, will probably make school meet maximum roll limit.</li> <li>6) Refurbishment of main teaching block.</li> <li>7) Presence of Covid-19 and its associated impacts.</li> <li>8) Principals Sabbatical.</li> </ol>								Roll 2022	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	TTL	NZ	116	89	99	87	101	90	56	638 (650)	International Confirmed								3
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International Confirmed								3																											

<b>Review of Charter and Consultation</b>	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.
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## Strategic Section

<b>Strategic Goals</b>		<b>Core Strategies for Achieving Goals 2022 - 2023</b>
<b>Catholic Character</b>  <u>NELP Priority 1</u> <i>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</i>	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.	By encouraging and facilitating the development of a personal relationship with Jesus Christ via the sacraments, prayer, retreats, service and the Religious Education program.  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.  By providing a hope-filled Christian witness which empowers its community members to integrate their faith and their life.
	Undertake an annual review of Special Character in accordance with the <a href="#"><u>Catholic Special Character Review for Development.</u></a>	2022: 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?” (ongoing from 2021) From Dimension 3: Te Whakaatu Karaitiana   Christian Witness. #4) Pastoral Care

		<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?”</p> <p>From Dimension 3: Te Whakaatu Karaitiana   Christian Witness. #1) Catholic School Community</p> <p>2024: Review of: Recognising that education is a collaborative responsibility, how effectively does the school build strong commitments to all groups it relates to, including its whānau, its parish(es)/Māori Eucharistic communities, its founding religious congregation, its Proprietor and its Bishop? How do ākonga (students) develop an understanding of, and respect for, the cultural diversity of New Zealand?</p> <p>From Dimension 3: Te Whakaatu Karaitiana   Christian Witness. #2) Partnership and Collaboration</p>
	<p>Our students are well rounded, outstanding citizens confident to participate and contribute fully to their God given abilities.</p>	<p>Students learning integrates principles of Catholic Social Justice.</p> <p>Students have opportunities to be engaged in social justice activities.</p>
<p><b>Te Tiriti o Waitangi</b></p> <p><u>NELP Priority 5</u></p> <p><i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</i></p>	<p>To give effect to Te Tiriti o Waitangi by -</p> <ul style="list-style-type: none"> <li>i) working to ensure that plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and</li> <li>ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and</li> <li>iii) achieving equitable outcomes for Māori students</li> </ul>	<p>Emphasise the importance of local history and practices;</p> <p>Improve the teaching of te reo Māori and tikanga Māori;</p> <p>Contribute to meeting the Crown’s duty to actively protect tino rangatiratanga rights; and</p> <p>Make a significant contribution to achieving the Crown’s <i>Strategy for Māori Language Revitalisation 2018 – 2023 – Maihi Karauna</i>.</p>

<p><b>Students' Learning</b></p> <p><u>NELP Priority 2</u>  <i>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</i></p> <p><u>NELP Priority 7</u>  <i>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</i></p>	<p>All students achieve success through the Pompallier Catholic College Curriculum.</p> <p>No student leaves education without a minimum of NCEA Level 2</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>Pilot school for NCEA Literacy and Numeracy in Year 10.</p> <p>Review of NCEA assessments ongoing.</p> <p>Through the enrolment of students in NorthTec trade academies, Gateway, Universities, and STAR supported courses.</p> <p>Through discussion with Whānau teacher and Career planning via Careers Central.</p>
<p><b>Student Engagement</b></p> <p><u>NELP Priority 3</u>  <i>Reduce barriers to education for all, including Māori and Pacific learners/ākonga, disabled</i></p>	<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 on-going employment of a Family Worker to provide support and guidance for families in our College community.</p>

<p><i>learners/ākonga and those with learning support needs</i></p> <p><u>NELP Priority 4</u></p> <p><i>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</i></p>		<p>Continue to be involved with the <a href="#">HAA (History of Aotearoa in Art)</a> and the provision of their courses for Year 10 students and professional development for staff.</p> <p>Professional development for Maths teachers (100 hours).</p>
<p><b>School Organisation and Structures</b></p>	<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>
<p><b>Personnel</b></p> <p><u>NELP Priority 6</u></p> <p><i>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</i></p>	<p>Develop and implement personnel and industrial policies which promote high levels of staff performance and satisfaction.</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>Develop and promote a school culture that supports high levels of staff work-place satisfaction (Wellbeing).</p>
	<p>Professional Development of the Tagged teachers.</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>Professional development of SMT.</p>	<p>By regular reflection and learning opportunities for the SMT.</p>

	Quarterly meetings of Proprietor Trustees.	To discern ways to develop a model that integrates Special Character and Pastoral Services.
	Handbook for Deans.	DP to introduce, in consultation with Principal and Deans.
<b>Property</b>	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> <p>By negotiation with the Property Office, identify projects for the use of funds from the Essential Property Maintenance Package (EPMP).</p>
<b>Finance</b>	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	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/HOL PE Curriculum Term 2
	3) Quarterly meetings of Proprietor Trustees	To discern ways to develop a model that integrates Special Character and Pastoral Services.	BOT Term 1
	4) Enabling the virtue of Charity to be expressed throughout the school environment	Fundraising \$6,000 for Saint Vincent de Paul.	WM
	5) <a href="#">Laudato Si- On care for our common home</a> Making it real in our College	Study of document Enviro school accreditation E-mission activity each month Tree planting Recycling Wai ora in the curriculum	PLG Environmental

<b>Treaty of Waitangi</b>	Promote Te Reo and Tikanga Māori amongst students and staff and highlight the connections between Bishop Pompallier, Iwi and the Catholic Church	All staff can use an appropriate greeting and pepeha.  The BOT commits to allocating staffing for the teaching of te reo Māori at NCEA in 2022.  Staff prayer on Wednesday will use te reo Māori.	PLG Māori  BOT  TIC Māori
	Staff have an understanding of the history of the Catholic mission at Tangiteroria and Te Parawhau Iwi and its connection to the story of our College.	A TOD to visit Pompallier House, Poroti and Tangiteroria Marae, Hatoī and other places of historical significance to te Parawhau Iwi and our Marist history.  Learn about the Catholic and Māori History and the whakapapa of our College.	Principal: on-going reporting
	Engage in a discussion with Te Parawhau regarding planting the land used by Father Garin		FT / RS
<b>Students' Learning</b>	Ensure on-going high levels of student success in NCEA.	<b>At Level 3 NCEA at least:</b> 85% of students shall attain Level 3 NCEA 70% of students shall attain U.E  <b>Merit and Excellence endorsement in NCEA:</b> Levels 1, 2 and 3 are at a minimum level of 15% for Excellence and 30% for Merit annually.	Principal to BOT in April
	No student leaves education without NCEA Level 2.	All students attain Level 2 NCEA or move to further education that enables such an outcome.	Guidance Counsellor, AP Curriculum, Gateway Co-

			ordinator and Deans Years: 11, 12
	Offering learning via the learning and teaching principles of STEAM at Years 7 – 10.	Review and further development for Years 7-10.	AP Curriculum report to BOT Term 3
	NorthTec Trade Academies.	To enable selected students in Year 12 and Year 13 to enrol in Trade Academies.	DP to report to BOT Term 3
<b>Student Engagement</b>	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
<b>School Organisation and Structures</b>	Develop a strategy to address up-coming personnel changes and forecasted impact upon Special Character.	Report from the Proprietors Representatives in Term 2.	BOT
	Design and implement a process for the regular review of policy documents.	Introduce a “Governance” meeting to address/update policies	BOT
	Ensure a coherent curriculum flow for Years 7 – 10 to enhance educational outcomes.	Provision of report.	AP Curriculum Term 2
	SMT meeting, half day each term, to consider Strategic Plan.	Due time is allocated.	Principal
<b>Personnel</b>	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"> <li>• Retreats</li> </ul>	On-going reporting by Principal

		<ul style="list-style-type: none"> <li>Professional development</li> </ul>	
	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.	
	Provision of professional development for staff new to middle management.	Identification and provision of suitable support.	DP Term 1
<b>Property</b>	Refurbishment of F and G Block.	Completion by the end of 2022.	Principal: on-going reporting
	Sufficient teaching space shall be available for students.	On-going property work in consultation with the Catholic Property Office.	
	Applying the EPMP funds as needed.	Replacing roofs, hall doors. Artificial turf and lights on the netball court. Repair of changing rooms at swimming pool. Drainage for parking area behind the Gym. Sealing the driveway. LED lighting in Tech block and Gym. Storage room for mobile staging.	
	Landscaping projects to enhance student and staff amenities and appearance	Front rock wall of school entrance way. Tree planting and gardens. Staff garden area enhanced. Concrete pad exterior of Room 43.	

<b>Finance</b>	Financial resources shall be managed in a fiscally responsible manner.	Alignment of Invoicing with MOE regulations.	Finance sub-committee reporting.
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## 2022 Improvement Plan # 1. Domain Special Character

<p><b>School Goal</b></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><b>School Target</b></p> <p><i>Where do we want to be at the end of 2022?</i></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Systems are in place to ensure that ākongā (and staff) are personally known, cared for, and provided with support as required.</li> <li>3. Behaviour management processes are fair, clear to all, and guided by restorative practice, linked to Catholic social teaching.</li> </ol>		
<p><b>Baseline data and Target.</b></p> <p><i>What measurable outcome does the SMT want to achieve at the end of 2022?</i></p>			
<p><b>Key Improvement Strategies</b></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
			<p><i>What will we see that has changed in learner/teacher behaviours?</i></p> <p><i>When will we see it?</i></p>
Staff Meeting T1	An explanation of our pastoral system and the rationale behind it.	DP	
TOD 8 July	Restorative Practice PD for staff not attending First Aid course.	DRS	
Staff Meeting T3			

**Monitoring**

**Resourcing**

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

PD budget for training of staff. Possibly \$2,000 for an external provider.

## 2022 Improvement Plan # 2 Domain: Students' Learning.

<b>School Goal:</b>		<b>School Target:</b>	
Health Curriculum for Year 7 – 10 reviewed and coherent scheme developed for school.		Presentation of Health and Sexuality programmes to BOT Term 3.	
Sexuality programme for Year 7 – 13 reviewed.		20% of teaching staff trained via “Having Life to the Full”.	
<b>Baseline data and Annual Target:</b> <i>Where do we want to be at the end of 2022? The focus is on <u>student outcomes</u>.</i>			
<i>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.</i>			
<b>Key Improvement Strategies</b>			
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
	<i>Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices;</i>		<i>What will we see that has changed in learner/teacher/leader behaviours? When will we see it?</i>
Term 2	Draft report for Health curriculum	AL	To be provided to the BOT in Term 2
	Draft report for Sexuality curriculum	FT / DN	To be provided to the BOT in Term 2
Term 3	Community consultation of above.		
<b>Monitoring</b>			
<i>How are we going – check student outcomes every term.</i>			

**Resourcing**

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

Uncertain. May require additional resources at completion of review.

Schedule release time for teachers to work on plan.

### 2022 Improvement Plan # 3 Domain: Personnel

<b>School Goal</b>		<b>School Target</b>	
PLG's operate with a direct link into the strategic and annual plan.		<i>Where do we want to be at the end of 2022?</i> PLG's report on their progress to support the goal each term at a staff meeting.	
<b>Baseline data and Target</b>			
<i>What measurable outcome does this Dept. want to achieve at the end of 2022?</i>			
<b>Key Improvement Strategies</b>			
<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>			
<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b>
			<i>What will we see that has changed in learner/teacher behaviours? When will we see it?</i>
T1	PLG's established and reporting evidenced via Google doc.	Principal	
T2	Linking of reporting into annual plan.		
T4			
<b>Monitoring</b>			
<i>How are we going? Where are the gaps? What needs to change?</i>			
<b>Resourcing</b>			
<i>How much money and time is needed? Who will help us?</i>			

## 2022 Improvement Plan # 4. Domain Learning Areas

<b>School Goal</b>	<b>School Target</b>		
To deliver the NCEA Pilot for Literacy and Numeracy.	<i>Where do we want to be at the end of 2022?</i>		
<b>Baseline data and Target</b>			
<i>What measurable outcome does this group want to achieve at the end of 2022?</i>			
<b>Key Improvement Strategies</b>			
<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>			
<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b>
			<i>What will we see that has changed in learner/teacher behaviours? When will we see it?</i>
T1	Provide direction to relevant staff and lead change for numeracy pilot.	MG	
T1	Provide direction to relevant staff and lead change for literacy pilot.	NH / JS	
<b>Monitoring</b>			
<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**

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

Materials to be sourced from relevant department budgets.

May need to purchase further text books for Maths in Year 7 - 9. Budget to be determined.

<b>Other 2022 Key Improvement Strategies to Achieve Strategic Vision</b>			
<b>Property</b>	<b>Short Report</b>	<b>Finance</b>	<b>Short Report</b>
Main teaching block refurbished. Landscaping. Driveway.	On-going	On-going monitoring of finances.	In Principal's reports to BOT
<b>Personnel</b>	<b>Short Report</b>	<b>Community Engagement</b>	<b>Short Report</b>
Staff training in Special Character.	On-going but Covid interrupted Sexuality Course	Covid-19 information.	On-going information to parents and BOT

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

[National Education and Learning Priorities](#)