



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

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

2023 - 2024

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

Process:

Presentation to BOT February
Staff Presentation February
Principal Update: 16th March 2023

BOT Approval: 21st March 2023

Pompallier Catholic College 2023 - 24

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. Special Character Review from 2021.																																		
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	<table border="1"> <thead> <tr> <th>Roll 2023</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>93</td> <td>117</td> <td>102</td> <td>90</td> <td>89</td> <td>93</td> <td>66</td> <td>650</td> </tr> <tr> <td>International Confirmed</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Impacting upon decision making:</p> <ol style="list-style-type: none"> 1) NCEA review and alignment on-going. 2) Pilot school for NCEA Level 1 Literacy and Numeracy. 								Roll 2023	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	TTL	NZ	93	117	102	90	89	93	66	650	International Confirmed								
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NZ	93	117	102	90	89	93	66	650																											
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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 2023 - 2023
<p>Catholic Character</p> <p><u>NELP Priority 1</u> <i>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</i></p>	<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>2023: “Recognising that each person is called as a Christian to take care of others and to work for justice and equality, in what ways does the school explicitly base service and outreach activities according to Catholic social teaching, and grow the practice of understanding and caring for others and the environment? What is the effect of this?”</p> <p>From Dimension 3: Te Whakaatu Karaitiana Christian Witness. #4) Service and Outreach</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>Te Tiriti o Waitangi</p> <p><u>NELP Priority 5</u> <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"> 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 	<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>Students’ Learning</p> <p><u>NELP Priority 2</u></p> <p><u>NELP Priority 7</u></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 on-going.</p> <p>Through the enrolment of students in NorthTec trade academies, Gateway, Universities, and STAR supported courses.</p>

		Through discussion with Whānau teacher and Career planning via Careers Central.
Student Engagement <u>NELP Priority 3</u> <u>NELP Priority 4</u>	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>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>Continue to be involved with the HAA (History of Aotearoa in Art) and the provision of their courses for Year 10 students and professional development for staff.</p> <p>Professional development for Maths teachers (50 hours).</p>
School Organisation and Structures	Provide a safe physical and emotional environment for students and staff to further the desired educational outcomes of the College.	<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 <u>NELP Priority 6</u>	Develop and implement personnel and industrial policies which promote high levels of staff performance and satisfaction.	<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>
	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.	<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 2023 – SUMMARY

Domain	Annual Goal	Target	Short Report
Catholic Character	Catholic Curriculum		
	Enabling the virtue of Charity to be expressed throughout the school environment	Fundraising \$6,000 for Saint Vincent de Paul.	Whole school
	Service and outreach activities according to Catholic social teaching, and grow the practice of understanding and caring for others and the environment	Study of document Enviro school accreditation E-mission activity each month Tree planting Recycling	PLG Wellbeing and Environment
	Community consultation regarding reverting to former name of College	Opinion is sought from Iwi, Society of Mary, Parish Council, Staff, Students and Parents	Principal
	Return of Hatoi bell from Carmelite Monastery	Returned and placed in the College	
	Garden to celebrate 50 th Jubilee. Contains cross and two pou whenua (Māori and Marist/Catholic)	Plan provided and funding sought	
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	All staff can use an appropriate greeting and pepeha.	
	Staff have an understanding of the history of the Catholic/Marist whakapapa and Te Parawhau Hapu and its connection to the story of our College.	A TOD (overnight) to Hokianga, Motuti, Totara Point, Museum at Opononi, Pa te Aroha Marae, Tane Mahuta, Hatoi. These are	

		places of significance to te Parawhau Iwi and our Marist history.	
Students' Learning	Ensure on-going high levels of student success in NCEA.	<p>At Level 3 NCEA at least: 85% of students shall attain Level 3 NCEA 70% of students shall attain U.E</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>	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
	To identify a progression of learning and teaching that will enable all students to attain NCEA literacy and numeracy co-requisites	All students attain the co-requisites	DP Curriculum, HOL's, Principal, Curriculum Leader AP
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.	<p>Develop procedures for the identification and tracking of "at risk" students.</p> <p>Tracking of "at risk" students and the use of Career Central.</p>	Careers Advisor and Learning Support Co-ordinator to BOT in Term 3
School Organisation and Structures	Design and implement a process for the regular review of policy documents.	Introduce a "Governance" meeting to address/update policies	BOT
	SMT meeting, half day each term, to consider Strategic Plan.	Due time is allocated	Principal

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 • Professional development 	On-going reporting by Principal
	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.	
Property	Possibilities include: <ul style="list-style-type: none"> • Install new fence around courts • Install artificial turf • Re-surface portions of driveway • Landscaping projects to enhance student and staff amenities and appearance 	BOT to determine in consultation with Proprietor Front rock wall of school entrance way Tree planting and gardens	Principal: on-going reporting
Finance	Financial resources shall be managed in a fiscally responsible manner.	Alignment of Invoicing with MOE regulations.	Finance sub-committee reporting

2023 Improvement Plan # 1. Domain Special Character

School Goal 2023: “Recognising that each person is called as a Christian to take care of others and to work for justice and equality, in what ways does the school explicitly base service and outreach activities according to Catholic social teaching, and grow the practice of understanding and caring for others and the environment? What is the effect of this?”		School Target <i>Where do we want to be at the end of 2023?</i> 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.	
Baseline data and Target. <i>What measurable outcome does the SMT want to achieve at the end of 2023?</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>
	To promote and recognise service to the community via community organisations aligned with our Special Character. “I Have A Dream” “Young Vinnies” “Duke of Edinburgh” “Service Day”	HM AB TM RS	Recognition of hours via assembly, testimonial, website, badges Participation rates of 80% or more in Service Day
	To raise \$6,000 for Caritas		Senior students project

Monitoring

Resourcing

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

2023 Improvement Plan # 2 Domain: Students' Learning.

School Goal:		School Target:	
Health Curriculum for Year 7 – 10 reviewed and coherent scheme developed for school.		Presentation of Health and Sexuality programmes to BOT Term 1.	
Sexuality programme for Year 7 – 13 reviewed.		20% of teaching staff trained via “Having Life to the Full”.	
		TOD “Aroha and Diversity”	
Baseline data and Annual Target: <i>Where do we want to be at the end of 2023? 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>			
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	Draft report for Health curriculum Draft report for Sexuality curriculum	AL / DN / WK	To be provided to the BOT in Term 1
Term 1	Community consultation of above	AL / DN	Meeting held and feedback considered
Term 2	Staff development re; “Aroha and Diversity”	WK	Presentation and study of document at staff meeting

Monitoring

Resourcing

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

Uncertain. May require additional resources at completion of review.

2023 Improvement Plan # 3. Domain Learning Areas

School Goal	School Target		
Literacy and Numeracy NCEA co-requisite for all students.	<i>Where do we want to be at the end of 2023?</i>		
	To have backward mapped a strategy that enables all students to pass the co-requisite		
Baseline data and Target			
<i>What measurable outcome does this group want to achieve at the end of 2023?</i>			
To have 80% of Year 10 students attain the Literacy and Numeracy NCEA co-requisite by the end of Year 10.			
Identify the key skills expected and determine how these will be taught/learnt			
Current indicators, based on the Year 10 pilot in 2022, are that 90% of students will attain:			
Reading if at asttle 5B			
Writing if at asttle 5P			
Numeracy if at astlle 4P			
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>
Term 1	Provide direction to relevant staff and lead change for numeracy.	MG / TW	Investigate and develop a pathway from Year 7 to Year 10. Share with staff and offer professional development via PLG

Term 1	Provide direction to relevant staff and lead change for literacy.	WL / NH	Investigate and develop a pathway from Year 7 to Year 10. Share with staff and offer professional development via PLG.
<p>Monitoring</p> <p><i>How are we going? Where are the gaps? What needs to change?</i></p> <p>Review and alter the plan term-by-term to respond to changes.</p>			
<p>Resourcing</p> <p><i>How much money and time is needed? Who will help us?</i></p>			

Other 2023 Key Improvement Strategies to Achieve Strategic Vision			
Property	Short Report	Finance	Short Report
Landscaping. Driveway. Website. Turf and associated projects.	On-going	On-going monitoring of finances.	In Principal's reports to BOT
Personnel	Short Report	Community Engagement	Short Report
Staff training in Special Character.		Health and Sexuality Syllabus BOT Policies	On-going information to parents and BOT

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