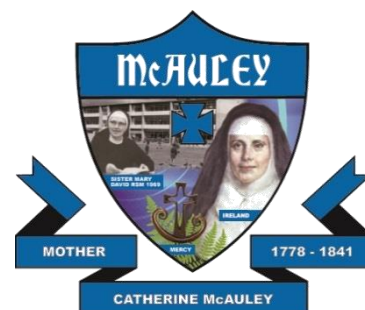




“Learning to see Jesus in the face of others through compassion, commitment and community”

St Peter's College CHARTER 2019 – 2021



MISSION

CHARITY FULFILS THE LAW

St Peter's College is a co-educational Catholic School in which the community is committed to educating the whole person to strive for excellence in accordance with the values of Jesus Christ and Catholic tradition

VISION

PREPARATION FOR LIFE

Students leaving St. Peter's College will be equipped with a spiritual, moral and academic framework that enables them to be capable, resilient and creative, with a strong social conscience, living out the values of Jesus Christ in everyday life.

VALUES

COMPASSION

COMMUNITY

COMMITMENT

St Peter's College exists as a commitment of the local Catholic Community to preserve Christian values in their children. These values are centred on the Gospel. They imply a belief in Jesus, hope for the future, care and concern for each other, the uniqueness and giftedness of the individual, development of talent and preparedness for leadership in the wider community.

CHARTER AIMS

The aims cover the three statutory areas of student achievement, school performance and use of resources (Education Standards Act 2001).

<p>Special Character</p>	<p>To ensure that Catholic traditions and values are central to the curriculum. This will occur within a climate of sharing, caring, respect and service where men and women work together as equals.</p> <p>To recognise the right of the Proprietor to maintain and preserve the Special Character as laid down in the Private Schools Conditional Integration Act and this College's Integration Agreement.</p> <p>The College's Special Character will be formally reviewed regularly with the Proprietor according to the process mutually agreed between the Board and the Proprietor.</p>
<p>Curriculum Delivery</p>	<p>To promote student learning by</p> <ul style="list-style-type: none"> • Recognising students' different needs, abilities, aspirations and learning styles; • Nurturing self-esteem and initiative, and having high expectations of effort, personal responsibility and self-discipline; • Providing conditions that are inviting, non-threatening and motivating. <p>Each year the principal and staff will develop, revise or confirm the College's curriculum plans in collaboration with the board. These plans will include specific objectives for curriculum delivery, content, the maintenance of a safe environment, and the provision of appropriate career information and guidance for all students.</p>
<p>Curriculum Content</p>	<p>To provide a balanced, broad-based curriculum which recognises national requirements, the College's religious character, and the need to prepare students with knowledge, competencies and values that help them to be successful members of society and learners for life.</p>
<p>Assessment and Reporting</p>	<p>To monitor student performance in relation to curriculum targets. We will report this information in ways that give objective, constructive and reliable feedback to students and parents, give recognition of effort and achievements, and identify priorities for future learning.</p> <p>The College's curriculum plan will identify the purpose and key approaches for assessing, recording and reporting on student progress.</p>
<p>Personnel</p>	<p>To appoint quality staff who are committed to achieving the intentions of this charter and who are excellent role models for students; to promote high levels of staff performance by supporting ongoing professional development and the provision of appropriate resources; to value and recognise the work of staff for the College and its students, and to be a good and fair employer.</p> <p>In consultation with staff the board will prepare policies and plans to appoint quality staff, to reflect its commitment to being a good employer, and to guide the operation of fair, effective performance management systems.</p>
<p>Finance</p>	<p>To make available, through prudent financial management, the resources needed to maximise the effective teaching and learning and the realisation of the College's vision.</p>

	<p>The Board will prepare an annual budget to fund the College’s curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts.</p>
<p>Property</p>	<p>To maintain and develop the College’s buildings, grounds and facilities to standards that ensure a healthy, attractive and purpose orientated environment for students, staff and visitors</p> <p>The Board will comply with the conditions of any current asset management agreement on the Proprietor’s behalf, and prepare and implement in consultation with the Proprietor an annual plan of property maintenance and development, including provision for health, safety and hygiene.</p>
<p>Community Participation</p>	<p>To foster confidence, goodwill and active support of parents and others in urban and rural parishes and communities served by the College. To encourage shared responsibility for the education and well-being of our students.</p> <p>The Board will have a policy with objectives for achieving parent-community support and involvement. The policy will be reviewed and reported on at least tri-annually, and revised as the need arises.</p>
<p>Strategic Planning and Self-Review</p>	<p>To regularly update the College Charter and measure that through self-review of the College’s performance and effectiveness so that can be gauged and priorities decided for the future.</p> <p>The Board will have a triennial plan for the ongoing review of its plans and policies, ensuring that each plan and policy defines the procedures for its review. Reports from reviews will form the basis for deciding priorities for College development and improvement.</p>
<p>New Zealand’s cultural diversity and the unique position of Maori culture</p>	<p>To ensure the College’s plans and policies are implemented in ways that are sensitive to the cultural backgrounds and values of individual children and their families. This includes recognition of the unique position of the Maori people and our obligations under the Treaty of Waitangi by:</p> <ul style="list-style-type: none"> • Ensuring policies and practices for the school reflect New Zealand’s cultural diversity, and the unique position of Maori Culture; and • Ensuring all reasonable steps are taken to provide instruction in Tikanga Maori (Maori culture) and Te Reo Maori (Maori language) are provided for full time students whose parents request it. • Providing opportunities to all students for the education and experience in Tikanga Maori and Te Reo Maori through curricular and/or extra-curricular activities

STRATEGIC GOALS 2019 – 2021

Strategic Focus	Special Character <i>The Rock</i>	Teaching and Learning <i>Preparation for Life</i>	Pastoral <i>Compassion, Commitment and Community</i>	Resourcing, Communication and Compliance <i>The Platform</i>
Strategic Intention	<ul style="list-style-type: none"> Students and staff are provided with opportunities to learn and live the Gospel of Jesus Christ 	<ul style="list-style-type: none"> Develop capable, creative and resilient 21st century learners 	<ul style="list-style-type: none"> All students are provided with a safe, respectful and inclusive learning environment that promotes personal wellbeing 	<ul style="list-style-type: none"> Position the College for a sustainable future by providing agreed resources so that the shared vision for student success is achieved
Strategic Goals	<ul style="list-style-type: none"> All staff will develop their understanding of, and model, the Catholic character of St Peter's College and its charisms All aspects of school life will incorporate the Gospel values and the Catholic Social Teachings 	<ul style="list-style-type: none"> Learners will be effective communicators and critical thinkers Rich learning experiences will develop the skills of creativity, collaboration, and problem solving using a variety of digital tools and resources All Year 7 - 10 learning programmes will incorporate the Digital Technologies curriculum 	<ul style="list-style-type: none"> Pastoral processes using restorative practices and consistent expectations will reflect the core values of St Peter's College An environment exists that encourages cultural inclusiveness will support all learners to develop their identity, language and culture 	<ul style="list-style-type: none"> Work closely with our Proprietor to ensure that the future needs of the College are well planned and resourced Regular, robust evaluation which involves stakeholder reflection and input Comply in full with current legislation Contribute to the success of the Eastern Southland Kahui Ako
We will give action to our goals through ...	<ul style="list-style-type: none"> Opportunities to learn and live out the Catholic Social Teachings and Gospel Values 	<ul style="list-style-type: none"> Introducing Project Based Learning in Years 8-10 Development of literacy and communication skills in Years 7-13 Developing digital competency to enhance learning including integrating the digital technologies curriculum into Year 7-10 learning programmes 	<ul style="list-style-type: none"> Strengthening restorative practices Further development of cultural awareness/identity/inclusive practice Reviewing and developing pastoral wellbeing practices 	<ul style="list-style-type: none"> A strong partnership between the management and leadership of the college and the governance of the Board of Trustees Actions that promote the success of Eastern Southland Kahui Ako

**Context and
Baseline Data****School Context**

St Peter's College is a year 7-13, Catholic, co-educational boarding school, decile 8, in the heart of rural Southland. We are one of three intermediate and secondary schools in Gore and one of four secondary schools within a radius of 30kms. Traditionally, over 50% of our year 7 students come to us from St Mary's School in Gore.

Our 2019 roll is approximately 390 students and we have 18 international students within this number. About 10% of the students are boarders. Ethnic diversity is increasing with Maori students increasing to 13%, Pasifika now 3%, and Filipino students 5%, of our total roll. St Peter's College is a member of the Eastern Southland Kahui Ako of 13 schools. The Principal is a support principal within the Kahui Ako and we employ one of the two Across School Teachers. In 2019, we will be employing three Within School Teachers to work within our staff.

BASELINE DATA – NCEA, UE and Year 7&8 Literacy and Numeracy**NCEA and UE
Achievement**

	2016	2017	2018	2019	2020
L1 All	94.3	85.3	93.5	94.2	84.2
L 1 Māori	85.7	88.9	83.3	100	70.0
L1 Boys	100	88.2	92.0	88.0	80.6
L1 Girls	90.3	82.4	94.6	100	88.5
L2 All	89.6	84.9	90.7	95.0	93.9
L2 Māori	70.0	100.0	87.5	83.3	100.0
L2 Boys	90.3	80.0	90.3	100	86.4
L2 Girls	88.9	89.3	91.3	91.4	100.0
L3 All	75.5	85.4	68.6	82.1	78.3
L3 Māori	83.3	83.3	*	100	50.0
L3 Boys	67.9	66.7	66.7	70.0	78.9
L3 Girls	85.7	100.0	70.0	94.7	77.8
UE All	65.3	75.0	54.3	76.9	71.7
UE Māori	66.7	83.3	*	100	50.0
UE Boys	53.6	52.4	46.7	70.0	68.4
UE Girls	81.0	92.6	60.0	84.2	74.1

Maori students number 2 or less *

**Year 7&8
Literacy and
Numeracy
Achievement
(At or Above
expected
curriculum level)**

	2016	2017	2018	2019	2020
Reading					
All	79	86	83	76	93
Girls	88	84	84	92	95
Boys	70	89	85	66	91
Maori	77	71	57	61	100
Writing					
All	80	86	63	66	78
Girls	89	88	58	80	87
Boys	72	85	69	56	71
Maori	77	71	29	46	59
Mathematics					
All	77	83	86	79	85
Girls	77	80	88	78	82
Boys	76	87	84	78	86
Maori	69	71	64	76	67

**Review of
Charter and
Consultation**

- Full community consultation November 2018
- Staff consultation from October 2018 – February 2019
- Student consultation February 2019

ANNUAL IMPROVEMENT PLAN – SPECIAL CHARACTER

Strategic Intention

Students and staff are provided with opportunities to learn and live the Gospel of Jesus Christ

Strategic Goal SC 1

Staff will develop their understanding of, and model, the Catholic character of St Peter's College and its charisms

Annual Goal

- Opportunities to learn and live out the Catholic Social Teachings and Gospel Values- 2019
- Developing understanding and knowledge of our Special Catholic character and sharing this with all staff and students- 2020
- Use the external review of Special Catholic Character as a guide to further development and new ideas- 2021

Baseline data

- Regular PLD for all staff in 2018
- Appraisal connector has been used as the vehicle for special character appraisal from June 2018
- PLD training has become more regular and available and more staff are upskilling in 2019
- Staff movement in the department has become relatively stable with well trained RE teachers

Key Improvement Strategies 2019

When	What	Who	Progress
Termly	Professional development built into the weekly staff PD programme.	BJT; BGR	Once a term minimum e.g. Ash Weds, Social Justice week, St Peter Feast day, Holy Week
Termly	Offer external PLD (eg Twilights) and internal PD (eg Fatih central) to all RE department staff. internal and external PD.	BJT	Dr John Kleinsman for Ethics for all staff, DRS one day retreat. International Director had PD with Katrina on developing a booklet for International Students.
Term 2	Teachers New to Catholic Schools course for all new teaching staff	RE advisor; EMM	Teachers new to Catholic schools- Laura, Lisa S, Kate S, John W in term 2
Term 2	Review success of the Elaborations within the appraisal process and implement changes as necessary into the appraisal system for 2019 - 2020	BJT; BGR	Elaborations have been identified, added to Appraisal Connector making it available to all Catholic schools.
Term 4	DRS conference	BJT	DRS and RE teacher Rose Hickey attended.

Monitoring: Special character reports to the BOT twice termly. Annual internal evaluation by BOT special character committee term 4. Appraisal evaluation.

Resourcing: DRS conference; external PLD opportunities as available.

Key Improvement Strategies 2020

When	What	Who	Progress
Termly	Professional development built into the weekly staff PD programme.	BJT; BGR	Holy week plan did not go ahead due to lock down. PLD on Rosmini run by staff members who had been on the Ratcliffe trip in the past.
Termly	Offer external PLD (eg Twilights) and internal PD (eg Fatih central) to all RE department staff. internal and external PD.	BJT	BJT and guidance counsellor will attend sexuality education course in Dunedin. A second meeting held in Nov, GC, RE dept and PE dept attended.
Term 2	Teachers New to Catholic Schools course for all new teaching staff	RE advisor; EMM	A date was set in term 1 but this did not happen due to lockdown. A new date to be set alongside St Mary's availability. Eileen and Katrina ran a session later on the year with Juliet, Jo C, Margo and Liza W.
Term 2/3	Analyse the annual HeLA reports to see how Catholic special character is being implemented in the teaching and learning programme in all areas.	TLQ; BGT	That has been done and it is lacking in almost every area. So we have some baseline data for 2021. TLQ let HeLA's know to include this in thier reports.
Term 4	Invite guest speakers from the two charisms to join in a staff wide PLD social event	TLQ; BJT	Due to Covid and age of members of our founding orders this was cancelled

Monitoring: Special character reports to the BOT twice termly. Appraisal evaluation. DRS and Principal to meet regularly. HeLA annual reports.

Resourcing: External PLD opportunities as available. Rosminian and Mercy orders. Diocesan conference in September. Possible South Island DRS conference in December.

Key Improvement Strategies 2021

When	What	Who	Progress
Termly	Professional development built into the weekly staff PD programme.	BJT; BGR	
Termly	Provide opportunities for all staff to engage in special character events such as The Gathering	BJT	
Term 2	Teachers New to Catholic Schools course for all new teaching staff	RE advisor; EMM	

Term 4	Consider the findings of the Special Character Internal and Externals reviews in relation to St Peter's College	BJT; TLQ	
Monitoring: Special character reports to the BOT twice termly. Appraisal evaluation. DRS and Principal to meet regularly. HeLA annual reports. External Special Character Review. Triannual Special Character Review			
Resourcing: External PLD opportunities as available.			

Strategic Goal SC 2

All teaching and learning, along with extra-curricular activities, will incorporate and model the special character of St Peter's College

- Annual Goal**
- Review and plan using the Secondary Bridging Document as appropriate- 2019
 - Develop understanding of the Catholic Dimensions for internal and external evaluation- 2019
 - Implement an internal review cycle incorporating the Catholic dimensions- 2020
 - Use the external review of Special Catholic Character as a guide to further development and new ideas- 2021

- Baseline data**
- Currently using the NCRS resources
 - Evaluation of special character aspects of the school has used the following – community, pastoral, religious education
 - Regular BoT reports and annual departmental reports
 - Special character committee

Key Improvement Strategies 2019

When	What	Who	Progress
Term 3	Review the proposed secondary bridging document	BJT; EMM; department staff	Regional REA Katrina has been invited to come and discuss with DRS and Ass DRS
Terms 2 and 3	Principal and DRS to attend a special character review in another school	KMN; BJT	BJT went to Holy Family in Wanaka. Kate went to St Patrick's Invercargill
Term 4	Use the new dimension – Encounter with Christ for internal evaluation	BOT; BJT; KMN	3 year cycle- postponed due to change in SLT team will meet in term 4.

Monitoring: Special Character reports to the BOT twice termly; Internal evaluation reports from BOT SC committee.

Resourcing: Staff relief costs for time spent on Special Character review team.

Key Improvement Strategies 2020			
When	What	Who	Progress
Term 1	Regular DRS and Principal meetings established	BJT; TLQ	Now meeting weekly on a Friday afternoon. Regular meetings were disrupted due to Covid, but frequent meetings were held nonetheless.
Terms 2 and 3	Begin implementing the new Catholic dimensions from sources provided into a robust internal review process	BJT; TLQ	Review cycle has been discussed. Diocese advised that due to Covid, annual review was postponed until 2021.
Terms 2 and 3	Principal and DRS to attend a special character review in another Secondary school	BJT; TLQ	Not happening in 2020. Not applicable as completed in 2019. No opportunity provided by the diocese since 2019. Would be a good opportunity for other staff if offered again.
Term 4	SLT to analyse staff appraisal documentation for evidence of good practice in relation to the Catholic elaborations and share with staff	BJT; TLQ; BGR; DAJ	Did not happen due to changing the appraisal process to a professional growth cycle. New documentation put out by the Catholic office will be a good starting point.
Monitoring: Appraisal documentation; Special Character reports to the BOT twice termly; Internal evaluation reports from BOT SC committee.			
Resourcing: Staff relief costs for time spent on Special Character review team. RE advisor meetings.			
Key Improvement Strategies 2021			
When	What	Who	Progress
Term 1	Regular DRS and Principal meetings	BJT; TLQ	
Terms 2 and 3	Begin implementing the new Catholic dimensions from sources provided into a robust internal review process	BJT; TLQ	
Terms 1-3	Participate in "Having Life to the Full" PD that focuses on understanding human sexuality from a catholic perspective	BJT; JPR	
Terms 2 or 3	Junior DRS to attend a special character review in another school	BJT; TLQ	
Term 4	Consider the findings of the Special Character Internal and Externals reviews in relation to St Peter's College	BJT; TLQ	
Monitoring: Appraisal documentation; Special Character reports to the BOT twice termly; Internal evaluation reports from BOT SC committee.			

Resourcing: Staff relief costs for time spent on Special Character review team. RE advisor meetings.

IMPROVEMENT PLAN – TEACHING AND LEARNING

Strategic Intention

Develop capable, creative and resilient 21st century learners

Strategic Goal TL 1

Learners will be effective communicators and critical thinkers

Annual Goal

- Development of a common framework across curriculum areas to support literacy and communication skills in Years 7-13- 2019
- Implementation of a common framework across curriculum areas to support literacy and communication skills in Years 7-13- 2020
- Implementation of a common framework across curriculum areas to support literacy and communication skills in Years 7 – 13 – ongoing as disrupted in 2021 as a result of Covid - 2021

Baseline data

- 'Literacy across the curriculum' was part of the strategic plan prior to 2014. Annual reports from HELAs show that declining literacy levels are impacting the ability of students to fully access learning programmes.
- Reading and Writing levels at years 7-10 are not meeting targets.

Key Improvement Strategies- 2019

When	What	Who	Progress
Term 2	Small number of staff to investigate the Literacy Learning Progressions Framework from year 7 – 10 and determine how it could be used to support literacy learning across departments (<i>NB Link to ES Kahui Ako Annual Plan</i>)	KMN / BGR / Learning Com	Happened in term 3 and 4. BGR and TLIF.
Term 2	Learning Committee time devoted to understanding the LLPF and identifying parts of all current programmes that can be used to teach, learn and show progress using the framework	HELAs	No time devoted to LLPF
Term 3	Literacy PLD for all staff; incorporated into project learning at year 8-10	BGR	No literacy PLD for staff. Term 3 and 4 we became a PACT school. TLIF worked on LLPF's
Term 4	Data gathered for years 7 – 10 literacy using the framework, in order to make decisions re 2020 actions	KMN / BGR / JBS / HELA English	No.
Term 2	Small number of staff to investigate the Literacy Learning Progressions Framework from year 7 – 10 and determine how it	KMN / BGR /	TLIF began the process at end of term 4 into term 1 2020.

could be used to support literacy learning across departments (*NB Link to ES Kahui Ako Annual Plan*)

Learning
Committee

Monitoring: Review with HELAs at the end of 2018; Literacy data comparisons; progress from literacy frameworks used in PBL terms 3&4.

Resourcing: External PD or visiting advisor to guide with the LLPF understanding

Key Improvement Strategies- 2020

When	What	Who	Progress
Term 1	Targeted PLD for a group of staff dedicated to incorporating PaCT and the LLPF across all Learning Areas using Janelle Stevenson, Evaluation Associates.	BGR	Happened in term one and term two. BGR has met with St Mary's Principal as they are the lead PaCT school and some online PD was discussed.
Terms 2 and 3	Regular Learning Committee meetings to have a dedicated Literacy focus.	BGR; TLQ; Learning Com	Only four LC meetings were held across terms 2 through 4 because of the frenetic nature of the year and the focus on staff wellbeing. This didn't happen.
Terms 2 and 3	Regular PD sessions to have a dedicated Literacy focus.	BGR; Learning Com; HeLA Eng	Because we were unable to roll this out across the HELAs this didn't happen for the whole school. The greater focus was on student and staff wellbeing post Lockdown.
Termly	Year 7-10 Literacy data to be tracked, reported and monitored regularly with strategies for interventions identified and implemented. Learning support co-ordinator to support.	BGR; HeLA Eng; HeLA junior school	Discussed regularly at priority learners' meetings. Emerging evidence is showing that the PaCT/TLIF teachers will facilitate and LSC can do the tracking and organise the interventions. Ongoing at all Priority Learners' meetings.
Termly	TLIF team continue to investigate ways to incorporate LLPF in years 7-10 across all departments.	BGR; TLQ; TLIF	Process exhibition to happen in term 3. Students will be presenting and critiquing. Students are moving through the progressions from level 3 to level 5 through their PBL projects. Post lockdown, the LLPF work had to be sidelined. Students presented their work well at the process exhibition and opportunities to move students through to Level 5 were made available and taken up, even if they were not formally tracked.

Monitoring: Review with HELAs every year; Literacy data comparisons; progress from literacy frameworks across departments every year.

Resourcing: External PD or visiting advisor to guide with the LLPF and PaCT understanding with ongoing support.

Key Improvement Strategies- 2021

When	What	Who	Progress
Term 1	PaCT and LLPF to be further investigated and understood by HeLA's and all staff to prepare for implementation across all learning areas	BGR, HeLA's,	
Terms 2 and 3	Regular Weds PD sessions to have a dedicated Literacy focus.	BGR	
Terms 2 and 3	Year 7-10 Literacy data to be tracked, reported and monitored regularly with strategies for interventions identified and implemented. Learning Tutors to meet regularly with year level teachers to share best practice. Learning support co-ordinator to support.	DAJ TLQ LMW	
Termly	LLPF to be further embedded across curriculum areas and progressed shared regularly at Learning Committee meetings.	BGR, HeLA's	
Termly	Year 10 students to be identified, targeted teaching strategies implemented to further support e.g. SMART goals.	LMW LGR	

Monitoring: Review with HELAs and BGR every term; Literacy data comparisons; progress from literacy frameworks across departments every term. Tracking of year 10 SMART goals from LMW and LGR.

Resourcing: External PLD from outside provider and expertise and training from BGR and HeLA's.

Strategic Goal TL 2

Rich learning experiences will develop the skills of creativity, collaboration, problem solving using a variety of digital tools and resources

Annual Goal

- Introduce Project Based Learning into the year 8 – 10 programme from term 3- 2019
- Further develop and embed Project Based Learning into the year 8-10 programme throughout the year- 2020
- Develop a range of units across Learning Areas which ensure Learner Agency as well as a Local Curriculum focus in collaboration with the Hokonui Runanga - 2021

Baseline data

- Staff have explored various models of PBL
- Agreement by BOT and staff that this be developed
- Project working group has researched PBL and the competencies required

- Contracted change manager consultant to support leadership and staff with this change
- Staff and students have gone through one successful iteration in 2019

Key Improvement Strategies

When	What	Who	Progress
Pre-Term 1	Two teacher only days to develop facilitation skills	Change Manager; all staff	BAT's Inc PLD happened with 4 teacher only days.
Term 1 & 2	Working groups developing key ideas and structures to ensure a smooth transition and common understanding	Staff	Yes, PWG (Project working group) successful TLIF application
Term 1 & 2	Weekly PD provides PLGs with opportunities to learn about facilitation and project learning	BGR; LGR; Staff	Yes, facilitated PD weekly, collaboratively facilitated by staff.
Term 2	Systems and frameworks developed for PBL	Working groups	Yes. TLIF/PWG took over working groups.
Term 3	Launch of the PBL programme	KMN / BGR	Yes.
Term 3&4	Ongoing review, refining and monitoring. Decision making re identified change for 2020	Key staff in review group	Yes, TLIF working on this, report submitted to MOE and checkpoint 2 passed with flying colours.

Monitoring: Sharing of information with staff regularly; ongoing review in terms 3&4; BOT reporting; Coaching sessions with change manager; Student, staff and parent voice throughout process.

Resourcing: Consultant 12 month contract; Teacher Aide funding from RTLB application; Visits to schools / PD providers as applicable.

Key Improvement Strategies- 2020

When	What	Who	Progress
Pre-Term 1	Two staff only days to develop learner agency and re-imagine our teaching philosophies to bring increased ownership and creativity to PBL and across all Learning Areas at all year levels	BATS; all staff	This happened. New staff to complete their teaching philosophies.
Termly	TLIF group to meet regularly to further develop, monitor and refine PBL and share learning and best practice with all staff.	BGR; TLIF group	Yes, happening regularly. This happened regularly and was managed through face-to-face meetings with staff as well as through the PBL staff channel. Each TLIF member worked with non-TLIF staff with whom they were sharing classes as well.
Termly	Whole staff involvement and participation in regular PD sessions.	All staff	Yes. PLD sessions facilitated by BATS and the TLIF team.

	Termly	PBL teaching and learning fully timetabled and supported by teaching staff.	PBL teachers	No, the timetable is not allowing the TLIF staff to be with the PBL classes. Unable to have continuity between terms. Staff are relatively stable for skill levels, but changes mean relationships need to be rebuilt. The lack of support from a timetabling perspective was a significant barrier to the duty of care necessary when working with students in this way.
	Termly	Ongoing review and refinement with staff, student and community consultation.	BGR; TLQ	TLIF meet regularly and feedback to staff. Regularly discussed in various meetings particularly at SLT and BoT levels. A parent survey took place at the end of term three to gauge progress and buy in.
	Term 1	BATS to have a catch up Zoom PLD session with BGR and TLQ.	BGR; TLQ	Yes, has happened in term 1 and term 2.
	Term 2	Professional Learning Day to further develop work from January with BATS, ongoing coaching with TLIF team, Principal and DP	BATS. All staff TLIF team; TLQ; BGR	In September. This was very well received by staff and ongoing coaching with Mary and Lab with the TLIF team, Principal and DP was excellent
	Term 2 and Term 4	Opportunities for students to share and present their learnings through their PBL journeys.	All staff	Progress day in August. Ongoing in the newsletter, video footage on face book. Investigating awards. The process exhibition was hampered by the Covid restrictions but was still held. The final Exhibition Night was a success and most students were able to present their learning articulately and confidently.
	Term 3 and 4	NCEA review progress linked to PBL and adaptations made for a seamless transition from junior to senior level.	SLT	New standards will need to be investigated. This did not happen as PBL as a compulsory stand-alone subject was cancelled.
	Monitoring: Sharing of information with staff regularly; ongoing review in terms 3&4; BOT reporting; Coaching sessions with change manager; Student, staff and parent voice throughout process.			
	Resourcing: Consultant 12 month contract.			
Key Improvement Strategies- 2021				
When	What	Who	Progress	

	Term 1	Establishment of year 11 skills Numeracy and Literacy classes for students who need targeted support.	BGR	
	Term 1	School to approach the Hokonui Runanga for an engagement plan between the school and the runanga.	BGR TLQ	
	Termly	Participation and learning from the NCEA Teacher only Accord days with implementation.	SLT	
	Term 2 and 3	Every learning area to have at least two mini units planned co-constructively with students to enable student agency strategies.	BGR HeLA's	
	Term 3 and 4	Investigation of the new assessment standards for Numeracy and Literacy.	BGR HeLA's	
	Monitoring: Ongoing review of the student agency units by HeLA's, tracking of achievement data, year 11 skills classes achievement tracking.			
Resourcing: NCEA accord resourcing, curriculum budgets prioritising local curriculum and student agency				

Strategic Goal TL 3

All Year 7 - 10 learning programmes will incorporate the Digital Technologies curriculum

Annual Goal

- Preparing for the digital technologies curriculum to be incorporated into Year 7-10 learning programmes- 2019
- Monitoring and reviewing the effectiveness of the new digital technologies curriculum- 2020
- Embed the digital technologies curriculum across all curriculum areas- 2021

Baseline data

- Four years of BYOD
- Ongoing staff professional learning throughout the last four years, internal and external
- Microsoft 365 used in learning programmes throughout the school
- Cyclone contracted for two year PD programme
- PC Media and cloud migration
- Technology department implementation

Key Improvement Strategies- 2019

When	What	Who	Progress
Term 2	Review of student competency and current programmes in place	IT com	Yes. Kate N, Bridget, John W
Term 3	Determine how the new DT curriculum can be integrated into project learning	IT / Project learning group	Not done.
Term 3	Assess PLD needs and programme change and implementation for 2020 and beyond	IT committee	John W has written the year 7-10 programme to incorporate new DGT curriculum.

Monitoring: Review, trialling and planning for 2020

Resourcing: Cyclone contract – 6 days of PLD; Microsoft support; Possible MOE PLD funding (to be determined)

Key Improvement Strategies- 2020

When	What	Who	Progress
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	Termly	Review and monitor the new 7-10 Digital Technologies curriculum programme within the Technology department	Tech Dept	The Technology department have a clear strategic plan covering all aspects of this.
	Terms 3 and 4	Share examples of best practice in the Technology department and across other learning areas and begin to incorporate these into all learning areas.	John W/ HeLA's	Have had staff PD sessions on Team's etc.
	Terms 3 and 4	Trial strategies for incorporating into PBL and share best practice with all staff.	BGR; TLIF	This was ongoing with all staff at the PLD days. Technology department continue to implement and improve their rigorous PBL programme.
	Termly	Continue to access available internal and external PD around the Digital Technologies curriculum	John W/ All staff	New staff upskilled.
	Monitoring: Review and sharing of best practice			
	Resourcing: Microsoft support; Possible MOE PLD funding.			
	Key Improvement Strategies- 2021			
	When	What	Who	Progress
	Termly	At Learning Committee meetings have HeLA of Technology share mini unit and strategy ideas to be incorporated in other learning areas.	John W HeLA's BGR	
	Terms 3 and 4	Weds PLD time to incorporate training on the Digital Technologies curriculum for all learning areas.	BGR John W HeLA's	
Termly	Further external PLD be made available to all staff particularly those who are not technologically savvy	Cyclone BGR		
Termly	Streamline and simplify the digital platforms being used across the school.	John W SLT		
Monitoring: Review and and sharing of best practice, feedback from students, staff and parents.				
Resourcing: Cyclone PLD hours, Learning Committee and PLD time.				

**Pastoral
' Commitment, Community, Compassion'**

IMPROVEMENT PLAN – PASTORAL

Strategic Intentions

All students are provided with a safe, respectful and inclusive learning environment that promotes personal wellbeing

Strategic Goal P 1

Pastoral processes using restorative practices and consistent expectations will reflect the core values of St Peter's College

Annual Goal

- Strengthen restorative practices within the college- 2019
- Review current practices and implement recommended changes to restorative practices within the college- 2020
- Further embed staff training opportunities to include new staff and new LT's. Encourage restorative conversation framework in all staff-student pastoral discussions - 2021

Baseline data

Engagement Data

	2018	2019	2020
Number of Stand-downs	3	10	4
Number of Stand-down days	5	22	9
Suspensions	2	3	0
Exclusions	0	1	0

- Ongoing work on teacher student relationships throughout the year appear to be influencing student engagement
- Restorative practices are used in higher end discipline issues, however not all staff feel confident to use it in classroom management
- An increase in high level disciplinary issues in 2019
- A decrease in high level disciplinary issues in 2020

Key Improvement Strategies- 2019

When	What	Who	Progress
Term 1	Pastoral review committee in place with terms of reference developed for review.	DAJ	Yes. Began term 1 and ongoing. Surveyed staff, changed pastoral form times, streamlined pastoral processes.
Term 1	Visits to other schools in Southland and Otago to examine processes	Review team members	Yes. Otago Boys for AWE survey, Columba, John McGlashan
Term 1	Guidance Counsellor attends the Positive Education NZ conference	CBS	Yes and DP pastoral attended too. Attending again in April.
Term 2	Wellbeing survey to determine baseline data compared with previous years	DAJ	Yes, changed to AWE surveys, 2 last year, another one early 2020
Term 2	AWE survey introduction to kahui ako schools <i>(NB Link to ES Kahui Ako Annual Plan)</i>	DAJ / Kahui Ako leaders	Other schools in Kahui Ako said no.
Term 2	Restorative training with Marg Thorsborne	Identified staff	Yes- Jacqui, Janine. 8 staff at least trained. Will send more in 2020. LT left to go is Annie. Sam Sanson to go.
Monitoring: The review process will monitor data and change throughout the year			
Resourcing: AWE survey costs; teacher relief and travel costs to visit schools; restorative training; PENZ conference costs			
Key Improvement Strategies- 2020			
When	What	Who	Progress
Term 1 and 2	Pastoral review committee re-established with a focus on staff survey on pastoral form time and staff wellbeing.	Review team members	Yes, have met regularly post lock down and have formulated the external review questions.
Term 2	An outside external reviewer approached to review the colleges pastoral processes.	DAJ; TLQ	Yes, Gerry has the questions and will be surveying students in term 3.
Term 1	AWE survey for all staff and students to take place.	DAJ; CBS	Yes.
Term 2 and 3	External review to take place with findings shared by the end of term 3.	DAJ; TLQ	In progress.
Term 2	Guidance Counsellor and Deputy Principal of Pastoral Care attends the Positive Education NZ conference.	DAJ; CBS	Yes, in August.
Term 3	Analysis of 2019 and 2020 AWE survey results	DAJ; CBS	Yes, shared with staff in staff meeting.
Term 3	Restorative training with Marg Thorsborne	Identified staff	Due to Covid, Marg was not available but we were able to join St Hildas for some training, other staff could access online training that was accessed
Monitoring: The review process will monitor data and change throughout the year. This will be regularly reported on to the BoT.			

Resourcing: AWE survey costs; teacher relief and travel costs for PLD; restorative training; PENZ conference costs

Key Improvement Strategies- 2021

When	What	Who	Progress
Term 1	Pastoral review outcomes presented to all staff and a plan for next year's strategic plan begun to be co-constructed with all staff input.	All staff	Yes, half day PLD day was held to listen to the review findings and record ideas for a way forward.
Term 2	The whole staff ideas from the PLD day be collated and shared back with all staff and discussed in finer detail at the Learning Tutor meetings.	DAJ;	
Term 2	AWE survey for all staff and students to take place. Some questions to be changed to clearly identify what wellbeing strategies work for individual teachers	DAJ; CBS	
Term 3 and 4	New strategic pastoral plan developed focussing on student and staff wellbeing.	DAJ; TLQ	
Term 1-4	Guidance Counsellor and Deputy Principal of Pastoral Care are supported financially to study in their prospective areas.	DAJ; CBS	
Term 3	Analysis of 2019, 2020 and 2021 AWE survey results.	DAJ; CBS	
Term 3	Restorative training with Marg Thorsborne or another available provider.	Identified staff	

Monitoring: The review process and AWE survey will monitor data and change throughout the year.

Resourcing: AWE survey costs; teacher relief and travel costs for PLD; restorative training; study costs

Strategic Goal P 2

An environment exists that encourages cultural inclusiveness will support all learners to develop their identity, language and culture

Annual Goal

- Ensure Maori students are supported as Maori and experience a strong sense of belonging and identity- 2019
- Ensure cultural inclusiveness includes all cultures- 2019
- To further develop a sense of cultural inclusivity through the practices of cultural competencies across all learning areas- 2020
- Grow cultural capacity of staff in line with Te Tiriti o Waitangi and the values of the school - 2021
- Encourage student and community learning opportunities surrounding the school's partnership commitment in line with Te Tiriti o Waitangi and the school values - 2021

Baseline data

- Tikanga, te reo and kapahaka tutor now working directly with year 8 classes and supporting year 7 homeroom teachers to integrate te reo and tikanga into learning programmes
- Maori tikanga has become an expected, celebrated and 'normal' part of most major formal school gatherings. Maori students experience a sense of belonging and identity and it allows all students, staff and community to identify a shared culture of what it is to be a New Zealand citizen in the 21st century.
- Past and present Maori learning examples are interwoven into the fabric of the teaching curriculum where ever possible
- Student Kapa Haka numbers have risen to approximately 60, with 33 travelling on a North Island Hikoi in April 2019
- Due to the hikoi, many parent hui have been held
- Developing a waitoho or logo to be adopted school wide. Consultation with students, staff, community, BOT and kaumatua to date.
- Full staff PD regularly in terms 3 and 4 regarding Maori tikanga and te reo, Pasifika understanding, and international student identity

Key Improvement Strategies- 2019

When	What	Who	Progress
Term 1	Develop our own tikanga policy	KMN / DAJ / VW	Not yet complete. Ongoing.
Term 2	Maori Strategic plan reviewed and developed for next three years	DAJ	Not formulated in a strategic plan. Whanau meetings twice a year. Set goals with KapaHaka group
Term 1	Hikoi to North Island with kapahaka group	DAJ / VS / CBS	Yes, Whanganui, Wellington, Parihaka. Performances at Te Papa etc. Polyfest and Manu Korero locally. Fundraising performances. 2021 trip planned to Australia.
Term 2	Confirm the waitoho once final consultation has happened with staff and BOT	DAJ; VW	Working on this, student input, runanga input, not finalised yet
Terms 2 - 4	Opportunities found for staff to develop cultural competency for all learners with an emphasis on pasifika, filipino, maori and international esol students	DAJ	Meeting with Filipino students last year with plans to meet regularly
Term 2	Develop a staff/student advisory group to review, monitor and implement progress in cultural competency in the college	DAJ	Filipino group- 20, kapahaka-80

Monitoring: Strategic plan will give the opportunity for review

Resourcing: Branding changes with waitoho; teacher relief during hikoi; PD costs as available and required

Key Improvement Strategies- 2020

When	What	Who	Progress
Termly	Development of a St Peter's College Tikanga policy.	TLQ; DAJ; VW	First draft complete. We need to add our own processes around mihi whakatau and wearing of korowai and have a whanau meeting.
Terms 2-4	Continue to make available further opportunities for staff to develop cultural competency strategies for all learners for the different cultural groups identified in the school. Develop a framework for this.	TLQ; DAJ	Whole staff engaged with cultural learning from Vanessa, practicing waiata, Tea Reo pronunciation, and incorporation of Maori into teaching practice.
Terms 2-4	Continue to organise and run regular whanau evenings and student meetings for the different cultural groups identified in the school and celebrate these cultures with a Cultural festival day.	TLQ; DAJ	Maori yes.
Term 3	Confirm the waitoho once final consultation has happened with staff and BOT.	DAJ; VW	First draft has gone to the designer.
Terms 2-4	Plan and fundraise for KapaHaka hikoi to Australia which includes Gore's sister city, Tamworth. / or other cultural opportunity of significance for students and staff.	DAJ; VW	On hold with pandemic.

Monitoring: Regular whanau and student meetings, student and community voice.

Resourcing: Branding changes with waitoho; teacher relief during hikoi; PLD costs as available and required.

Key Improvement Strategies- 2021

When	What	Who	Progress
Termly	Finalise the St Peter's College Tikanga policy.	TLQ; DAJ; VW	
Terms 1-4	Tikanga time to run every Weds before interval as an opportunity for staff to practice Te Reo and learn more about cultural competencies.	BGR, VK, VW	
Terms 2-4	Continue to organise and run regular whanau evenings and student meetings for the different cultural groups identified in the school and celebrate these cultures with a Cultural festival day.	TLQ; DAJ	
Term 3	Confirm the waitoho once final consultation has happened with staff and BOT.	DAJ; VW	
Terms 2-4	Plan and fundraise for KapaHaka hikoi to Northland.	DAJ; VW	

Monitoring: Regular whanau and student meetings, student and community voice.

Resourcing: Fundraising, relief and PLD costs.

IMPROVEMENT PLAN – RESOURCING, COMMUNICATION AND COMPLIANCE

Strategic Intentions

Position the College for a sustainable future by providing agreed resources so that the shared vision for student success is achieved

Strategic Goal RC 1

Work closely with our Proprietor to ensure that the future needs of the College are well planned and resourced

Annual Goal

- Work within the 10 year property plan to ensure the College is well planned and resourced- 2019
- Engage with the Dunedin Catholic diocese regularly to ensure building development gets started- 2020
- Begin work on LSC space and modifications needed for appropriate wheelchair requirements- 2021

Baseline data

- Years of very little new development.
- Lack of classroom space to accommodate a growing roll.
- New enrolment of a student in wheelchair and government requirements for an LSC space.

Key Improvement Strategies- 2019

When	What	Who	Progress
Termly	Regular property meetings take place with Principal, Executive Officer and Caretaker to regularly update, review and identify key maintenance issues.	KMN, EO, RS	With the Principal leaving and changes in SLT regular meetings did not take place. Basic maintenance continued.
Termly	Principal and Caretaker to meet regularly with Dunedin Diocese to fast track building project.	KMN, RS	No progress on building project getting started but some progress made with Brian Coyle's plan for the Technology dept and Bill Haydon from the diocese. This was unfortunately put on the back burner when Brian left.

Terms 1-3	IT needs to be reviewed and managed so that all data moves to the cloud away from a server.	KMN, John W	Yes, complete.
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Monitoring: Regular property meetings and notes taken, property plan updated

Resourcing: Diocesan funding, BoT school maintenance fund, IT budget.

Key Improvement Strategies- 2020

When	What	Who	Progress
Termly	A more robust process for ensuring items on the 10-year property plan are completed and revised regularly at scheduled fortnightly meetings.	TLQ, EO, RS	Ray and Paula have been working on this and will be ready for the 2021 audit.
Termly	Principal to meet regularly with Dunedin Diocese to fast track building project.	TLQ, RS	Tara and Ray have met with Craig Paterson and two site visits have been made including one visit to Dunedin from Tara. Reports are due early 2021. Head of Technology would like further input into the Technology block plan.
Terms 1-4	Monitor PC Media's effectiveness and billing procedures.	TLQ, John W, EO	Met regularly with Adam Commerer from PC Media. Accounts monitored and appropriate. Process in place so that staff do not directly engage PC Media for services.

Monitoring: Regular property meetings and notes taken, property plan updated.

Resourcing: Diocesan funding, BoT school maintenance fund, IT budget.

Key Improvement Strategies- 2021

When	What	Who	Progress
Termly	10 year property plan is complete as well as an up to date fixed asset list. To be regularly monitored and updated.		
Termly	Regular communication and reporting from the Diocese in regards to all building projects continues.		
Terms 1-4	Continue to monitor PC Media and Ricoh's effectiveness and billing procedures.		

Monitoring: Regular property meetings and notes taken, including the updating of the 10 year property plan and fixed asset register.

Resourcing: Diocesan funding, repairs and maintenance budget, BoT and IT budget.

Strategic Goal RC 2

Regular, robust evaluation which involves stakeholder reflection and input

Annual Goal

- Triennial review cycle will ensure ongoing improvement of operations- 2019
- Internal review procedures reviewed and made more fit for purpose- 2020
- A new strategic plan is formulated for the 2022-2024 cycle- 2021

Baseline data

- Regular evaluation takes place through policy and procedure checking at the twice a term BoT meetings.

Key Improvement Strategies- 2019

When	What	Who	Progress
Termly	Regular BoT meetings take place where a rotation of policies and procedures are reviewed on a three yearly basis.	KMN, BoT members	Yes triennial reviews have taken place and policies and procedures are updated.

Monitoring: Regular BoT meetings and policy and procedure documents updated.

Resourcing: Meeting times, administration budget.

Key Improvement Strategies- 2020

When	What	Who	Progress
Termly	Regular BoT meetings take place where a rotation of policies and procedures are reviewed on a three yearly basis. Each policy and procedure reviewed internally by SLT with staff consultation and if appropriate community and student consultation to also take place.	TLQ, BoT members	Yes triennial reviews have taken place and policies and procedures are updated.

Monitoring: Regular BoT meetings and policy and procedure documents updated.

Resourcing: Meeting times, surveys, administration budget.

Key Improvement Strategies- 2021

When	What	Who	Progress
Term 3- 4	The BoT will engage the services of Gigi Hollyer from NZSTA to help formulate the schools new strategic plan in regards to the new Education Act, our special Catholic character and NZSTA procedures.	TLQ, SLT, all staff, students, community and BoT members	

Monitoring: Regular and special BoT meetings, community, staff and student consultation.

Resourcing: Meeting times, surveys, administration budget.

Strategic Goal RC 3

Comply in full with current legislation

Annual Goal

- No goal set ?

Baseline data

- N/A

Strategic Goal RC 4

Contribute to the success of the Eastern Southland Kahui Ako

Annual Goal

- Principal will be part of the governance group- 2019
- AST and WST staff to develop their leadership and take on more opportunities to improve the Kahui Ako goals in our college- 2020
- WST to engage in PLD with Gore High School to increase capability and contribution to the Kahui Ako goals in our college- 2021

Baseline data

- Literacy data shared with the COL and reported upon in December. COL PLD was attended and four members of staff were actively involved in project work. Kate S appointed the across school lead in 2019. A staff Only Day took place on 29th March with the focus on working on 'above the line' culture. Literacy - years 7 & 9 – used the AST and WST roles, to increase literacy achievement at years 7 & 9. Literacy Learning Progression Framework begun to be developed in school.

Key Improvement Strategies- 2019

When	What	Who	Progress
Termly	Principal to attend the regular Kahui Ako governance meetings	KMN	Yes.
Termly	AST, WST and others staff to attend CoL PLD when required	AST, WST, other staff	Yes, four staff members were actively engaged in project work. Kate S was appointed the across school lead in 2019. A staff Only Day took place

			on 29 th March with the focus on working on 'above the line' culture.
Term 4	Literacy data shared with the COL and reported upon in December.	Julie B, HeLA Eng, BGR	Yes. Literacy - years 7 & 9 – used the AST and WST roles, to increase literacy achievement at years 7 & 9. Literacy Learning Progression Framework begun to be developed in school.

Monitoring: Kahui Ako governance meetings and updates, progress in goals across the targeted groups.

Resourcing: CoL budget, PLD and time allowances.

Key Improvement Strategies- 2020

When	What	Who	Progress
Termly	Principal to attend the regular Kahui Ako governance meetings and upskill on the CoL's goals as a new leader.	TLQ	Yes.
Termly	AST, WST and others staff to attend CoL PLD when required and show leadership by running PLD for our college regularly.	AST, WST, other staff	Have attended meetings regularly and have participated in PLD for the school through the TLiF group. AST's presented at school and met regularly with key stakeholders.
Term 4	Literacy data shared with the COL and reported upon in December.	Julie B, HeLA Eng, BGR	Yes.

Monitoring: Kahui Ako governance meetings and updates, progress in goals across the targeted groups.

Resourcing: CoL budget, PLD and time allowances.

Key Improvement Strategies- 2021

When	What	Who	Progress
Termly	Developing cultural capabilities and building a shared understanding across multiple schools.	TLQ; BGR; VK; VW	
Termly	Improving literacy results through PaCT and LLPF's.	TLQ; BGR; MJP; JBS; CH	
Term 4	Effective transitions will take place into and out of school. Literacy data shared with the CoL and reported upon in December.	TLQ; MJP; JBS; CH	

Monitoring: Kahui Ako governance meetings and updates, progress in goals across the targeted groups.

Resourcing: CoL budget, PLD and time allowances.

Other key improvement strategies to assist in achieving the strategic vision

NCEA and UE Achievement - 2019

Targets

- To maintain NCEA and UE achievement data at a level at least equal to national data for decile 8-10 schools.
- To at least maintain NCEA and UE achievement for Maori students within 8% of Pakeha achievement.

Analysis

- Exceeded the Level 1 NCEA achievement for 8-10 decile schools nationally by 15.4%. Exceeded the Level 2 NCEA achievement for 8-10 decile schools nationally by 10.8%. Exceeded the Level 3 NCEA achievement for 8-10 decile schools nationally by 5.2%. Exceeded the Level 3 UE NCEA achievement for 8-10 decile schools nationally by 11.6%. Exceeded the Level 1 NCEA achievement for Maori by 4.3%. Below the Level 2 NCEA achievement for Maori by 14.8 %. Exceeded the Level 3 NCEA achievement for Maori by 18.4%. Exceeded the Level 3 UE NCEA achievement for Maori by 23.7%.

Year 7 – 10 Literacy and Numeracy

Literacy

Targets

- 80% of year 10s will be at or above the expected CL by EY for both reading and writing
- To shift all year 7&8 students at least one sublevel by EY (OTJ data including PAT testing) for reading
- Accelerate progress of year 8 students in writing so that 80% of all students are at or above the expected CL by EY

Analysis

- 52.5% of year 10s are at or above the expected CL by EY for Reading. To put this statistic into perspective students needed to be at level 5 proficient to make the grade and 85% of the cohort reached level 5 basic so they are not far behind. A specialised reading programme was introduced in 2019 but this was not well received by students.
- 60.5% of year 10s are at or above the expected CL by EY for Writing.
- 68% of Year 8 students are working at or above the expected level of the NZ Curriculum in Writing which is 12% lower than the target set. Maori students are overrepresented in those students who have not yet reached the expected level. In Writing the only student to achieve above the expected level was a female.

Numeracy

Targets

- All year 7&8 students will make at least expected progress for one year's worth of learning by EY
- All Year 9 & 10 students will make at the expected progress for one year's worth of learning by end of year.
- For a Year 9 student, by the end of the year they will be achieving at 4A-5B, or have moved 1-2 sublevels by end of year.
- For a Year 10 student, by the end of the year they will be achieving at 5P-5A, or have moved 1-2 sublevels by end of year.

Analysis

- 77% of year 8 students are working at or above the expected level of the NZ Curriculum. 81% of year 7 students are working at or above the expected level of the NZ Curriculum. These results indicate that the problem-solving approach undertaken in Intermediate Mathematics this year has had a positive impact on student achievement. A department wide focus on the learning of basic facts has provided the necessary scaffolding for the students to access the Mathematics programme. An accelerated Mathematics programme for 6 girls operated in Term 3 which saw those students involved making significant progress and maintaining this for the rest of the year.

- The % of year 9 students who were working at Level 4A+ of the NZ Curriculum is as follows: Number 78.6%, Equations 66.1%, Patterns 57.1%, Measurement 71.4%, Statistics 71.4% and Probability 57.1%, these results are up on 2018. For year 10 students Trigonometry again had the highest number of students at Level 5P+, with 19.6%. The other strands of Algebra and Graphs had 3.3% and 18% respectively. These numbers are much lower than previous years.

NCEA and UE Achievement - 2020

Targets

- To maintain NCEA and UE achievement data at a level that exceeds national data for decile 8-10 schools.
- To at least maintain NCEA and UE achievement for Maori students that is comparable with Pakeha achievement.

Analysis

- Exceeded the Level 1 NCEA achievement for 8-10 decile schools nationally by 9.4%. Exceeded the Level 2 NCEA achievement for 8-10 decile schools nationally by 8.4%. Close to the Level 3 NCEA achievement for 8-10 decile schools nationally but under by 1.6%. Exceeded the Level 3 UE NCEA achievement for 8-10 decile schools nationally by 2.8%. Exceeded the Level 1 NCEA achievement for Maori by 2.2%. Exceeded the Level 2 NCEA achievement for Maori by 16.6 %. Below the Level 3 NCEA achievement for Maori by 21.7%. Exceeded the Level 3 UE NCEA achievement for Maori by 3.5%.

Year 7 – 10 Literacy and Numeracy

Literacy

Targets

- 75% of year 10s will be at or above the expected CL by EY for both reading and writing
- To shift all year 7&8 students at least one sublevel by EY (OTJ data including PAT testing) for reading
- Accelerate progress of year 8 students in writing so that 75% of all students are at or above the expected CL by EY

Analysis

- 45.5% of year 10s are at or above the expected CL by EY for Reading. This is an 8% drop on the previous year and nowhere near the target set. To put this statistic into perspective students needed to be at level 5 proficient to make the grade and 60% of the cohort reached level 5 basic so they are not far behind. In 2019 however 85% of the cohort reached level 5 basic. Weekly and fortnightly reading periods were introduced in lieu of English lessons but the loss in periods to project-based learning was keenly felt. This slump in achievement occurred in the last part of 2020 as students were tracking well before then.
- 65.5% of year 10s are at or above the expected CL by EY for Writing. This is an increase of 4.5% from the previous year's results but still 10% shy of the target set.
- 78% of year 7s shifted at least one sublevel by EY for Reading. Of the 22% of students who made a negative or no shift, 53% were male. All Maori students shifted at least one sublevel.
- 89% of year 8s shifted at least one sublevel by EY for Reading. Of the 11% of students who made a negative or no shift, 86% were male. All Maori students shifted at least one sublevel.
- 64% of Year 8 students are working at or above the expected level of the NZ Curriculum in Writing which is 11% lower than the target set. This is also 2% lower than last year's cohort.

Numeracy

Targets

- All year 7&8 students will make at least expected progress for one year's worth of learning by EY.
- All Year 9 & 10 students will make at the expected progress for one year's worth of learning by end of year.
- For a Year 9 student, by the end of the year they will be achieving at 4A-5B, or have moved 1-2 sublevels by end of year.
- For a Year 10 student, by the end of the year they will be achieving at 5P-5A, or have moved 1-2 sublevels by end of year.

Analysis

- 72% of year 7s made expected progress for one year's worth of learning by EY.

- 77% of year 8s made expected progress for one year's worth of learning by EY.
- 36% of Year 9s made expected progress for one year's worth of learning by EY.
- 36% of Year 10s made expected progress for one year's worth of learning by EY.
- EOY data for year 9s from examinations was Equations: 32% are working at 4A-5B. Patterns: 46% are working at 4A-5B. Number: 32% are working at 4A-5B. Statistics: 33% are working at 4A-5B. Measurement: 26% are working at 4A-5B.
- EOY data for year 10s from examinations was Algebra: 70% of students have moved at least 1 sublevel. Measurement: 100% of students have moved at least 1 sublevel. Number: 100% of students have moved at least 1 sublevel.
- For year 9 the expected average progress for a student in the PAT:Maths assessment is 5.6 – this is on the continuum scale that exists from Year 1 through to Year 10. While this cohort of students showed movement for 71% of them, only 36% achieved the expected progress or more.
- For year 10 the expected average progress for a students in the PAT:Maths assessment is 4.8, again on the continuum scale. 71% of students improved their PATM score, although only 36% improved by the expected average. Yet despite this result, it was very pleasing to see the improvement in the 5P-5A levels as noted above.
- **NCEA Achievement results.** Year 10 students complete two internal assessments and the results are as follows: Measurement: 90.4% pass rate, 26.9% with Excellence. Number: 94.2% pass rate, 26.9% with Excellence.

NCEA and UE Achievement - 2021

Targets

- To raise Maori achievement at level 1 to 100%
- To raise Maori achievement at level 3 and for UE by 25%
- To ensure all level 1 students receive level 1 Literacy and Numeracy and to raise overall achievement by 6%
- To raise level 3 and UE achievement by 5%

Year 7 – 10 Literacy and Numeracy

Literacy

Targets

- 75% of year 10s will be at or above the expected CL by EY for both reading and writing
- To shift all year 7&8 students at least one sublevel by EY (OTJ data including PAT testing) for reading
- Accelerate progress of year 8 students in writing so that 75% of all students are at or above the expected CL by EY

Numeracy

Targets

- All year 7&8 students will make at least expected progress for one year's worth of learning by EY.
- All Year 9 & 10 students will make at the expected progress for one year's worth of learning by end of year.
- For a Year 9 student, by the end of the year they will be achieving at 4A-5B, or have moved 1-2 sublevels by end of year.
- For a Year 10 student, by the end of the year they will be achieving at 5P-5A, or have moved 1-2 sublevels by end of year.
- All year 10 students will pass the achievement standards for Number and Measurement.

Principal's Endorsement



Tara Quinney

Board of Trustees Endorsement

Karl Metzler (Chair)

Submission Date to the Ministry of Education

1st April 2021