



School Charter  
Strategic and Annual Plan for  
Villa Maria College

2019 -21

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

**Villa Maria College: 2019 - 21**  
**Introductory Section - Strategic Intentions**

<b>Mission Statement</b>	Empowering each young woman to determine her potential, live Gospel values, confidently embrace life-long learning and as a Mercy woman be inspired to make a difference.
<b>Vision</b>	To do the ordinary things extraordinarily well.
<b>Values</b>	<p>Our key Mercy values are:</p> <ul style="list-style-type: none"> <li>• Manaakitanga – Hospitality</li> <li>• Whakaute – Respect</li> <li>• Tika – Justice</li> </ul> <p>Our learning behaviours are:</p> <ul style="list-style-type: none"> <li>• Courage – māia</li> <li>• Collaboration – mahi tahi</li> <li>• Resilience – manawaroa</li> <li>• Critical and creative thinking – Āta wherawhera</li> </ul>
<b>Principles</b>	<p>Villa Maria College is committed to:</p> <ul style="list-style-type: none"> <li>• Fulfilling all the requirements set out in the National Education Goals</li> <li>• Administering the College according to the National Administration Guidelines</li> </ul> <p>Delivering the curriculum to all students in a balanced programme as outlined in the National Curriculum, and within the particular curriculum at Villa Maria College.</p>
<b>Māori Dimension and Cultural Diversity</b>	<p>Villa Maria College has a commitment to its bicultural partnership with Māori, partnering in particular with the Māori Catholic community. All teachers are committed to ensuring they are working towards meeting the requirements of the PTCs and Tātaiako.</p> <p>We also recognise our Pasifika community as a particular focus, and we work to support Pasifika groups to ensure they are able to succeed and express their own cultural values at Villa Maria College.</p> <p>We recognise the growing group of Filipino students within our College and Catholic community.</p> <p>Our International Students also bring the opportunity for greater inter-cultural understanding and learning for all students.</p>
<b>Special Character</b>	<p>Villa Maria College is an active faith community, who seek to enable our community to encounter Jesus Christ through College life and work. We are a Catholic School, with a Mercy charism. This Catholic Mercy character pervades all aspects of the life of the College. The College aims to offer spiritual formation and pastoral care in the tradition of Catherine McAuley and the Sisters of Mercy. We place considerable emphasis on service to others and expect all students to offer service to others throughout their time at Villa Maria College. The service ethos aims to develop in students a greater awareness of the needs of others, and the ability to analyse why these needs are present. Care of the earth and care for the poor drive service initiatives, and the introduction of Sustainability Council and leadership roles will assist us to focus on each of these aspects.</p>

**Baseline Data or School Context**

**Students' Learning**

End Certs	2014	2015 VMC	2016 VMC	2017 VMC	2018 VMC	2016 Maori	2017 Maori	2018 Maori	2016 Pasifika	2017 Pasifika	2018 Pasifika
L1 Exc	35.3%	40.1%	36.4%	30%	28.4%	0%	42%	11%	0%	25%	50%
L1 Merit	52.9%	42.8%	48.1%	44%	49.6%	50%	21%	55%	40%	50%	50%
L2 Exc	26.6%	21.1%	25%	20.5%	18.8%	12.5%	0%	20%	11.1%	0%	33%
L2 Merit	36.3%	44.7%	41.4%	30.8%	42.4%	43.7%	12%	20%	11.1%	50%	33%
L3 Exc	26.1%	21.9%	17%	19.7%	14.0%	16.6%	10.5%	14%	0%	0%	0%
L3 Merit	30.6%	36.2%	42.9%	34.5%	31.6%	66.6%	42.1%	0%	0%	33.3%	0%

**Student Engagement**

Overall attendance data is not as good as we would like.

Attendance rate	2013	2014	2015	2016	2017	2018
Pakeha	86%	91%	83%	84%	89%	90%
Maori	83%	89%	82%	83%	86%	88%
Pasifika	84%	87%	83%	75%	83%	86%
Asian	86%	90%	83%	86%	90%	90%

Attendance has not been trending in the right direction, however the continued strong focus in 2018 has seen some improvement.

	<p>There have been no suspensions for the last 4 years, and very few stand-downs. Discipline is rarely a problem, with only a small number of very isolated instances with individual students.</p> <p>We have seen an increase in instances of social media and cyber bullying issues since 2016, following the introduction of BYOD for all Year 7 - 9 students. Teachers, students and parents reported students using devices for more off-task behaviour in class time.</p>
<b>School Organisation and Structures</b>	<p>We have had a small number of new courses in 2019, particularly differentiated options for Religious Education. The timetable structure has been adjusted again to meet the needs of staff for more frequency of contact with classes. We continue to co-operate with RHS in a shared option line to assist us meeting the needs of students across each school in senior levels.</p>
<b>Review of Charter and Consultation</b>	<p>Consultation process included BoT Parent survey T4 2016, BoT Student survey T4 2016. Further survey in 2017. College survey of parents/students re BYOD T3, 2016. Consultation with HoFs through meetings June/July 2016. Curriculum Review process. SLT and BoT strategic planning meeting.</p>

### Strategic Section

<b>Strategic Goals</b>		<b>Core Strategies for Achieving Goals: 2019 - 2021</b>
<b>Special Character</b>	Enable our students to build a relationship with Jesus the Christ, by Living Gospel and Mercy Values in all that we do.	<ul style="list-style-type: none"> <li>• Actively reflecting on the person of Jesus (life, teachings and actions)</li> <li>• Be an active faith community with strengthened participation.</li> <li>• Deepen reflection on the meaning of service. Reflection to consider what lies behind the needs responded to.</li> <li>• Develop more representations around living our values around the College.</li> </ul>
<b>Students' Learning</b>	Developing learners with a sense of agency and personalised learning programmes to meet their individual achievement goals.	<ul style="list-style-type: none"> <li>• Track progress for all students to support individual improvement towards learning and endorsement goals.</li> <li>• Review teaching, learning and assessment practices that support student self-efficacy and empowerment to improve student achievement and endorsement.</li> <li>• Schoolwide implementation of the outcomes of the Learning Support Review.</li> </ul>
<b>Student Engagement</b>	Building resilience by developing confidence and life skills.	<ul style="list-style-type: none"> <li>• Increase awareness of the Villa Maria learning dispositions.</li> <li>• Continue to develop Ako groups and teacher capacity for effective mentoring and more effective personalised learning pathways.</li> <li>• Develop careers counselling programme across the College, integrated across all learning areas.</li> <li>• Develop protocols around increased counselling provision.</li> </ul>
<b>Community</b>	Working within our Catholic Community of Learning to develop the Catholic schools' network.	<ul style="list-style-type: none"> <li>• Maintain strong communication with our parent community to build positive relationships.</li> <li>• Build relationships across the Catholic CoL.</li> <li>• Effectively communicate a Villa Maria College education to our international communities.</li> </ul> <p>Raise awareness and interest of an education at Villa Maria College focussing on the rapidly developing satellite towns in Selwyn.</p>
<b>Property</b>	Provide appropriate learning spaces and environment.	<ul style="list-style-type: none"> <li>• Maximise the effective usage of Kia Toa's more flexible learning spaces.</li> <li>• Increase energy efficiency and improve safety, functionality and security across the College.</li> <li>• Further the usage of Te Manawa Atawhai, Catherine McAuley Centre across the College.</li> <li>• Communicate building upgrades to our wider community and that some of our facilities are available for our communities hireage.</li> </ul>
<b>Finance</b>	College financial position is strengthened so we operate within our income.	<ul style="list-style-type: none"> <li>• Operate within funding levels.</li> <li>• Achieve a balanced budget.</li> <li>• Inform our parent community about the costs of a Villa Maria College education.</li> </ul>

**Improvement Plan - Domain: Special Character**

**Strategic Goal**

Enable our students to build a relationship with Jesus the Christ, by Living Gospel and Mercy Values in all that we do.

**Annual Goal**

- Deepen reflection on the meaning of service. Reflection to consider what lies behind the needs responded to.

**Target**

- Students from all year levels will engage in service opportunities thereby developing an awareness of social advocacy.
- Develop a reflective model of service through OneNote and the RST classes.
- Create a social media platform and awareness campaign to emphasise and reward service opportunities.
- Students throughout the College will be encouraged to receive the sacraments of initiation.
- Students will appreciate the importance of the three core values that are visible and practised throughout College life.
- Continue the induction of non-preference students into the sacramental programme to develop their understanding of the College's Catholic values and our place in Jesus Christ (sacramental initiation is not a requirement of this).

**Baseline data**

2018 was largely successful with the establishment of the prayer space and creation of the Justice and Mercy Dinner and raffle to add to our schools Mission Efforts. In 2019 we want to continue the good work already established in our Faith Alive and chaplaincy programmes and really instil a sense of Christ in the service aspect of our College community. This is always hard to measure, but visible aspects should be witnessed by the service roles undertaken by students and an establishment of student reflections based upon their service.

In terms of quantifiable data, we know that in 2019, 25 students are recorded as non-preference. Among preference students, 121 are not baptised. This group will continue to be a focus for developing the sacramental programme, and building our foundations in faith.

<b>Key Improvement Strategies</b>			
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
T1 - 4	<p>To have in place key strategies to:</p> <ul style="list-style-type: none"> <li>• Enable students to build a personal relationship with Jesus the Christ</li> <li>• Encourage students at each year level to apply for service opportunities throughout the year</li> <li>• Investigate a possible Tonga immersion trip in 2020.</li> <li>• Strengthen the Justice and Mercy dinner as an across schools model in 2020.</li> <li>• Fundraising towards our focus groups – Caritas, Mercy Beyond Borders, Takuilau College.</li> </ul>	RST Team Chaplain DRS HOF	<ul style="list-style-type: none"> <li>• Expressions of relationship with Jesus in different media are visible (#bedisciple).</li> <li>• Key focus on student development is the idea of 'Being Disciple' that is, physically living the College's Catholic values.</li> <li>• Every student engaged in service opportunities throughout the year (evidence collecting needs to be addressed)</li> <li>• Improve the Justice and Mercy Dinner model alongside the CEO and the other Christchurch Catholic Schools for 2020.</li> <li>• Streamline the Mission Efforts and develop a strong sense of fundraising.</li> </ul>
T1 - 2	<ul style="list-style-type: none"> <li>• Provide a sound and practical RCIC /RCIA Sacramental programme (pertinent to the school environment) for students and staff and to encourage students to receive the sacraments of initiation and enter fully into the life of the Church.</li> </ul>	Chaplain Diocese	<ul style="list-style-type: none"> <li>• An efficiently conducted programme of Sacramental initiation evident and all opportunities for students/staff to prepare and receive the sacraments of initiation are taken. Sacramental Mass in T3.</li> </ul>
T 1 – 2	<ul style="list-style-type: none"> <li>• To make tangible through service opportunities, the College Values of: Manākitanga – Hospitality Whakaute – Respect Tika - Justice</li> </ul>	SLT DRS RST Team	<ul style="list-style-type: none"> <li>• The key values of service are emphasised in all aspects of College life and linked to our Catholic ethos.</li> <li>• Re-establishment of the Mercy Breakfasts and planning for an improved Justice and Mercy model in 2020.</li> </ul>
T1	<p>Ensure that each classroom has some kind of religious art or artefact for use in prayer to support reflection on the meaning of service.</p>	SLT	<ul style="list-style-type: none"> <li>• Support the funding of religious imagery and iconography.</li> </ul>
<p><b>Resourcing</b> : Chaplain's time for Sacramental programme, and resources associated. Costs of providing religious art and iconography around the College. Time and PD opportunities for staff.</p>			

## Improvement Plan - Domain: Learning

### Strategic Goal:

Developing learners with a sense of agency and personalised learning programmes to meet their individual achievement goals.

### Annual Goal:

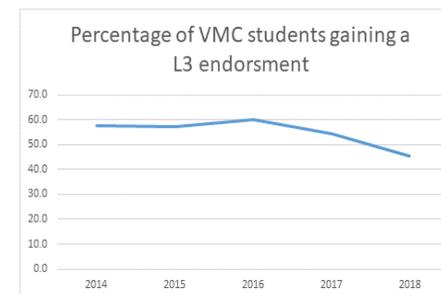
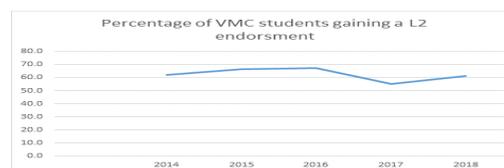
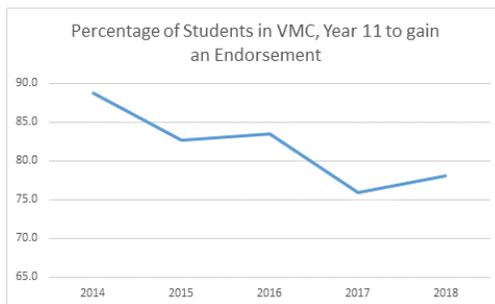
- Review teaching, learning and assessment practices that support student self-efficacy and empowerment to improve student achievement and endorsement.

### Annual Target:

- Junior Target Years 7 – 10  
To move individual achievement in Literacy, Numeracy and Science by at least one level of attainment as measured by Curriculum Levels.
- Senior Target Year 11 - 13  
Improve student achievement and progress towards endorsements in each subject area.  
Improve student achievement in certificate endorsements.

### Baseline data

- Endorsement comparison and rates incl. longitudinal (Year 11 – 13)



When analysed longitudinally, students' endorsements level tend to drop, particularly at the Year 11 level. Student achievement (as measured by endorsement level) at Year 11 is higher than student achievement at Year 13.

Movement in endorsement progress from Year 11 to Year 13	Shift in endorsement level from Year 11, 2016 to Year 12, 2017		Shift in endorsement level from Year 12, 2017 to Year 13, 2018		Overall shift in endorsement level whilst at Villa Maria College	
	Raw	Percentage	Raw	Percentage	Raw	Percentage
-3	0	0.00	2	1.6	0	0
-2	2	1.18	5	4	6	4.8
-1	40	23.67	48	38.4	50	40
0	124	73.37	27	21.6	61	48.8
1	3	1.78	36	28.8	8	6.4
2	0	0.00	6	4.8	0	0
3	0	0.00	1	0.8	0	0
	169		125		125	

Reviewing the 2018 leavers over their time at Villa Maria College and achievement of certificate endorsements over their three years in Year 11-13 2018 data indicates an overall improvement in value added to our students.

In 2017, 2 leavers students (1.4%) dropped their endorsement gained by 3 levels; 12 leavers (8.5%) dropped their endorsement gained by 2 levels; 70 (49.4%) dropped their endorsement gained by 1 level; 55 (38.7%) maintained their endorsement gained by 1 level; and 3 (2%) gained their endorsement gained by 2 levels.

Comparatively, the 2018 leavers appear to show a steady increase in their results with fewer students performing at lower levels as they progress throughout the College.

In 2018, over their time at the College, no leavers students dropped their endorsement gained by 3 levels.

6 leavers (4.8%) dropped their endorsement gained by 2 levels (this represented a reduction of 50% from the previous year); 50 (40%) dropped their endorsement gained by 1 level; 61 (48.8%) maintained their endorsement; and 8 (6.4%) gained by 1 level. No student improved their endorsement gained by 2 levels.

Thus in 2018, the 'tail' on both ends of endorsements shrank, however the pattern identified last year that *students are most likely to either maintain or reduce their level of certificate endorsement* was not accurate and endorsement levels were maintained more steadily over the girls' three years in the Senior College.

- Curriculum Levels (Year 9-10)

Mathematics

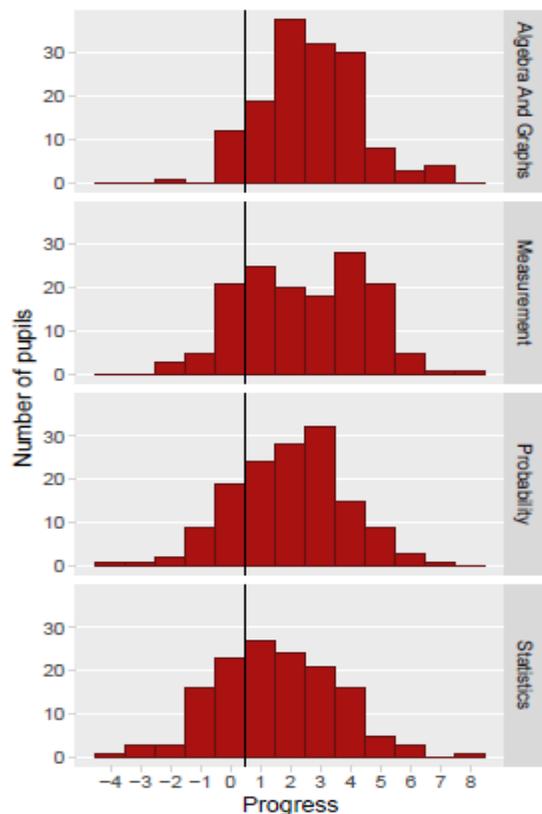


Figure 1: Progress from Year 9 to Year 10 in each topic.

In Algebra, 0.07% of students recorded a negative shift in their level of algebra between Year 9, 2017 and Year 10, 2018. 99.3% of students maintained or improved their algebra curriculum level; 38.8% maintained or improved by 1-2 levels, and 51.7% moved three or more sub-levels (the equivalent of a whole curriculum level).

In Mathematics, 5.4% of students recorded a negative shift in their level of achievement in measurement between Year 9, 2017 and Year 10, 2018. 94.6% of students maintained or improved their curriculum level in Measurement; 30.4% maintained or improved by 1-2 levels, and 50% moved three or more sub-levels (the equivalent of a whole curriculum level or more).

Whilst 8.3% of students recorded a negative shift in their level of probability between Year 9, 2017 and Year 10, 2018, 91.67% of students maintained or improved their curriculum level in probability; 36.11% maintained or improved by 1-2 levels, and 42.4% moved three or more sub-levels (the equivalent of a whole curriculum level).

Whilst 16.2% of students recorded a negative shift in their level of statistics between Year 9, 2017 and Year 10, 2018, 83.8% of students maintained or improved their curriculum level in statistics; 35.9% maintained or improved by 1-2 levels, and 31% moved three or more sub-levels (the equivalent of a whole curriculum level).

Curriculum Progress in Mathematics by Ethnicity

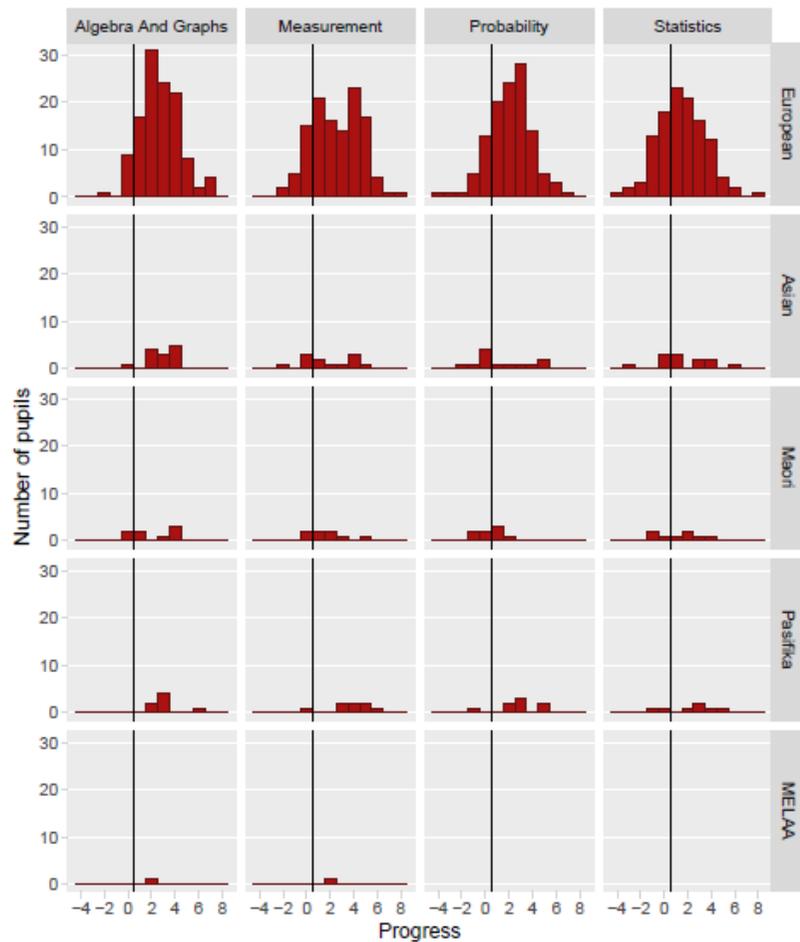


Figure 2: Progress from Year 9 to Year 10 in each topic, by primary ethnicity.

Pakeha students showed the least improvement in Statistics, with 31.9% of Pakeha students maintain or regressing their level of performance in statistics. Likewise Asian students made the least gains in probability (50%) but had higher levels of slow or negative improvement in Measurement (33%) and Statistics (33%). Maori students also struggled to show positive improvement in Probability, with 50% showing no or a negative regression in their curriculum level between Year 9, 2017 and Year 10, 2018. Slightly higher levels of Maori (37.5%) struggled with statistics than measurement (25%) or algebra and graphs (25%). Overall Pasifika students showed less areas of regression than other ethnicities. Greatest negative growth was observed in statistics where 28.6% of Pasifika students showed no improvement or a regression between Year 9 and Year 10.

### Year 9 to 10 Progress: Maths

Sarah Kirk

26 January, 2019

There is data from 173 individual girls. Not all have valid assessments at both year levels for each topic:

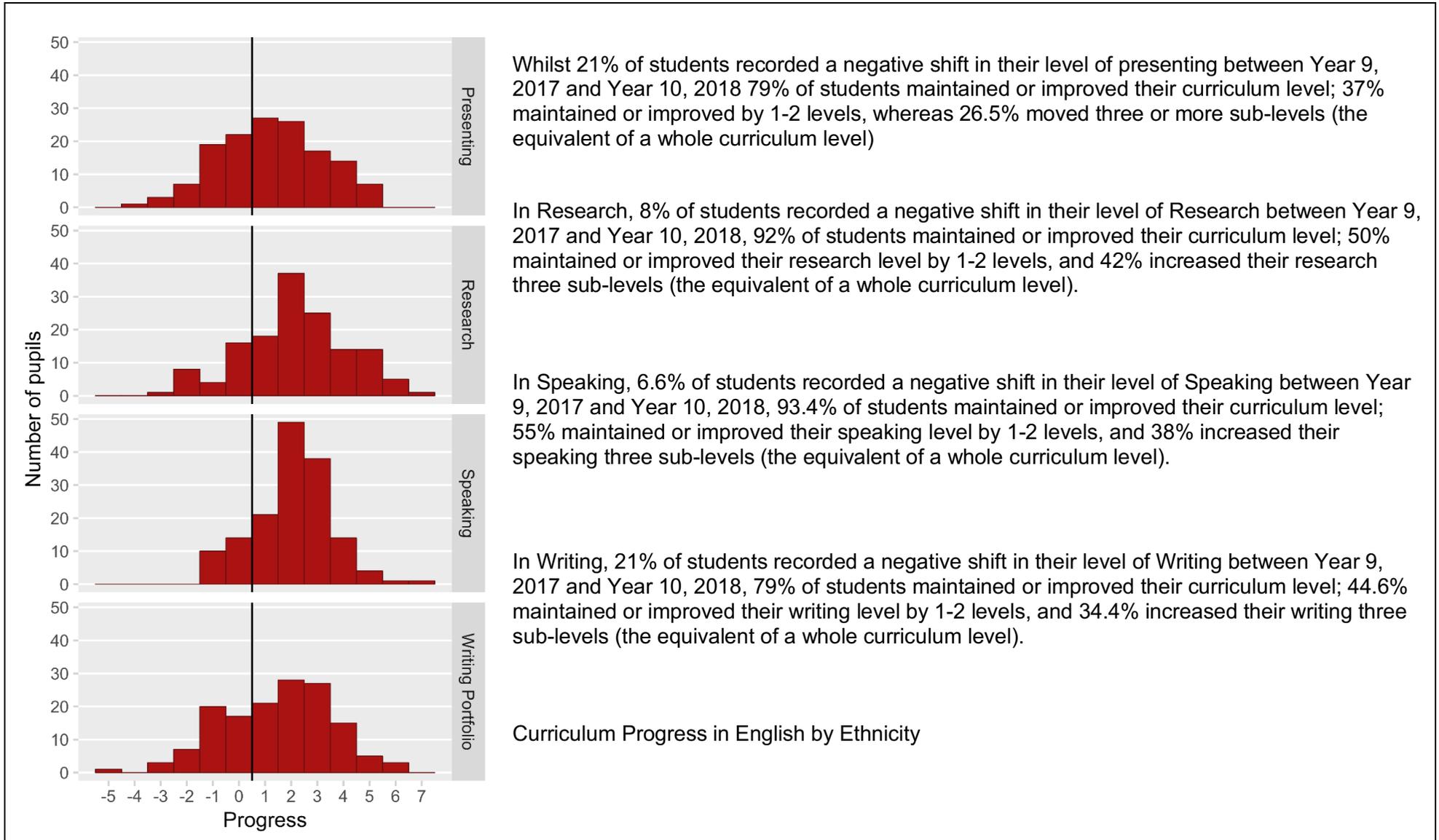
Number of topics completed	Number of girls
4	133
3	13
2	5
1	1
0	21

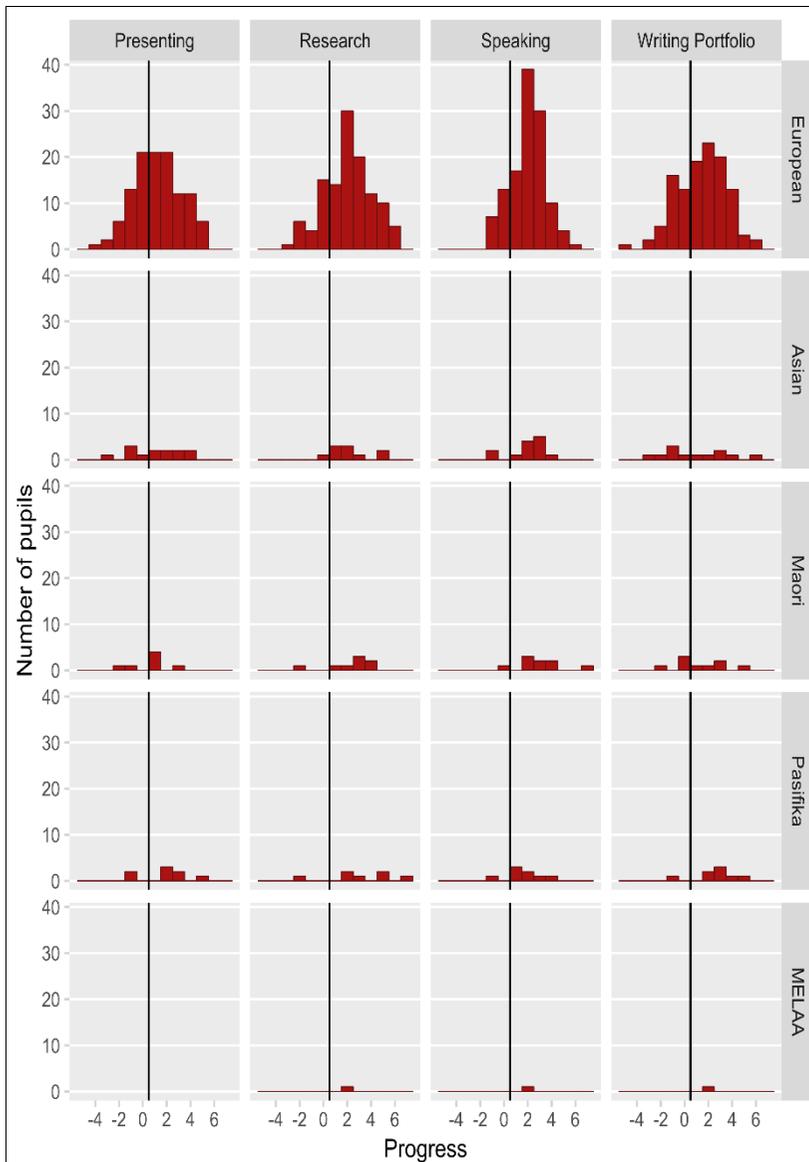
Below we tabulate the number of girls who either fail to progress (score = 0) or actually regress in level, by ethnicity within each topic:

Ethnicity	Topic	Number stable or regressing	Percentage
European	Algebra And Graphs	10	8.5
European	Measurement	22	18.5
European	Probability	21	18.1
European	Statistics	37	31.9
Asian	Algebra And Graphs	1	7.7
Asian	Measurement	4	33.3
Asian	Probability	6	50.0
Asian	Statistics	4	33.3
Maori	Algebra And Graphs	2	25.0
Maori	Measurement	2	25.0
Maori	Probability	4	50.0
Maori	Statistics	3	37.5
Pasifika	Algebra And Graphs	0	0.0
Pasifika	Measurement	1	12.5
Pasifika	Probability	1	12.5
Pasifika	Statistics	2	28.6
MELAA	Algebra And Graphs	0	0.0
MELAA	Measurement	0	0.0

Of those with valid data, below are shown the distributions of their change in level from Year 9 to Year 10 (0 indicates no change, negative scores a decline).

English





Reading

All ethnicities demonstrated a greater number of students who maintained or regressed in their Presenting skills from Year 9 to Year 10. *Pakeha* students showed the least improvement in Presenting, with 37.4% of *Pakeha* students maintain or regressing their level of performance in their Presenting. Whilst Asian students also made relatively low gains in presenting (38.5%), Asian students had higher levels of slow or negative improvement in their Writing Portfolio with 50% maintaining or regressing their writing achievement from Year 9 to Year 10. Maori students also struggled to show positive improvement in Writing, with 44.4% showing no or a negative regression in their curriculum level between Year 9, 2017 and Year 10, 2018. Overall Pasifika students showed fewer areas of regression than other ethnicities. Greatest negative growth was observed in presenting where 25% of Pasifika students showed no improvement or a regression between Year 9 and Year 10.

### English

There is data from 172 individual girls. Not all girls have valid assessments at both year levels for each topic:

Number of topics completed	Number of girls
4	134
3	13
2	5
0	20

Below we tabulate the number of girls who either fail to progress (score = 0) or actually regress in level, by ethnicity within each topic:

Ethnicity	Topic	Number stable or regressing	Percentage
European	Presenting	43	37.4
European	Research	26	22.2
European	Speaking	20	16.5
European	Writing Portfolio	37	31.6
Asian	Presenting	5	38.5
Asian	Research	1	10.0
Asian	Speaking	2	15.4
Asian	Writing Portfolio	6	50.0
Maori	Presenting	2	28.6
Maori	Research	1	12.5
Maori	Speaking	1	11.1
Maori	Writing Portfolio	4	44.4
Pasifika	Presenting	2	25.0
Pasifika	Research	1	14.3
Pasifika	Speaking	1	12.5
Pasifika	Writing Portfolio	1	12.5
MELAA	Research	0	0.0
MELAA	Speaking	0	0.0
MELAA	Writing Portfolio	0	0.0

Of those with valid data, below are shown the distributions of their change in level from Year 9 to Year 10 (0 indicates no change, negative scores a decline).

### Comparative Analysis of Year 7, 2017 and Year 8, 2018.

- 30% of Year 7- 8, 2018 cohort were below the expected level in Reading. 70% of the Year 7- 8 students were at or above the expected curriculum level for Reading. For the Year 8's in 2018, 8% showed accelerated improvement in their Reading from their 2017 achievement. This compared with 16% in 2017. The students working at the expected curriculum level continued to show the most accelerated movement. In Reading there was an increase in the number of students who showed a regression in their level of expected performance in Reading in the Intermediate. 47% of students in Year 8 showed a lower level of Reading at the end of 2018, from their 2017 reported grade. 5 (13%) students moved from below their expected curriculum level to well below their expected curriculum level, 8 (21%) moved from at the expected curriculum level to below the expected curriculum level and 5 (13%) moved from above the expected curriculum level to at the expected curriculum level by the end of the year.
- Ethnicity – of the four Maori students in Year 8, 2018, three were at the expected curriculum level, and one was below the expected curriculum level for Reading. Compared to 2017, 1 Maori student showed plateaued curriculum movement from 2017 to 2018, however two Maori students moved from above the expected curriculum level for Reading to at the expected level for reading by the end of their Year 8, 2018. The other Maori student dropped from below to well below the expected curriculum level.
- There were no Pasifika students in 2018.
- One Asian and one MELAA student were above the expected curriculum level for Reading at the end of Year 8.
- The MELAA maintained her reading level and the Asian student increased her Reading level from the expected curriculum Year 7, 2018.

### Writing

- 60% of the Year 7- 8, 2018 cohort were below the expected curriculum level in Writing. 40% of the Year 7- 8, 2018 cohort were at or above the expected curriculum achievement in Writing.
- 1 Year 8, 2018 student showed accelerated movement in writing. She moved from at the expected curriculum level in her Year 7 year to above the expected curriculum level by the end of Year 8, 2018. This compared with 18 girls who showed accelerated movement in 2017. 2 were below the expected curriculum level for Writing in Year 7, 2016 and were still below the expected curriculum level by the end of Year 8. 17 students appear to have dropped from at the expected curriculum level at the end of Year 7, 2018 to below the expected curriculum level for Writing by the end of Year 8. One student moved from being at the expected level in Year 7, 2017 to well below in writing by the end of Year 8.
- One Maori student in Year 8 was at the expected curriculum level in Mathematics by the end of 2018. Two were below the expected level and one was well below.
- One Maori student had moved from above the expected curriculum level for writing in Year 7 to at the expected level, and two had moved from at the expected level at the end of Year 7 to well below the expected level. The other Maori student also regressed from below to well below the expected curriculum level for writing at the end of Year 8.

- The one ESOL and one MELAA student both moved from at to below the expected curriculum level from the end of Year 7 to the end of Year 8.

#### Mathematics

- 49% of the Year 7- 8, 2018 cohort were below the expected level of achievement for numeracy.
- No students showed accelerated movement in their mathematics between Year 7 and Year 8. By the end of Year 8, 8 students had dropped a level in Mathematics from below the national curriculum level to well below, 3 from at to below the expected curriculum level and 1 from above to at the expected curriculum level from Year 7, 2017 to Year 8, 2018.
- Three Maori student were below the expected curriculum level for Mathematics and one was well below the expected level for Mathematics. All four Maori students showed a regression of one level between their Year 7 and Year 8 data.
- The Asian and MELAA student both maintained their level of achievement in Mathematics from Year 7 to Year 8.

<b>Key Improvement Strategies</b>			
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
T1	Professional learning	SKI  HOFs  MBA  TCR  All teachers	Staff present results of their 2018 inquiries on best practice from their chosen area.  Visit other schools to review professional learning and appraisal systems.  Inquiries and professional goals for 2019 developed based on data from Interlead, On Your Marks and Kamar analysis.  Embedding of the appraisal system with PLGs and teaching and learning programmes linked to student outcomes and evaluations.  Intermediate staff to attend core subject staff meetings.  Undertake an immediate short term Teaching-as-Inquiry into results from 2018, so that any changes can be implemented with these learners.
	Curriculum	SKI HOFs AWS MZA TCR        FHE HOH   SKI	Audit of NZ Curriculum delivery and coverage by Faculty with points of development for senior and junior curriculum identified.  Agreed format of Faculty schemes developed.  Intermediate focus on Literacy with literacy plan presented to AP Curriculum by end of term.  Reporting to whānau via student notes is developed and allows parents to see and track student attainment and to facilitate HOH monitoring of students at-risk  Embedding the mentoring role of Ako kaiako. Student-led Learning Conferences continue in term one to review goals from 2018 for returning students and establish personalised achievement goals for 2019.  Implementation of a Junior Curriculum evening in Term One.

Assessment practices reviewed	<p>SKI</p> <p>TCR MZA AWS DWI LJA</p>	<p>On Your Marks analysis used to identify areas for development of student achievement towards endorsement by Faculty.</p> <p>Investigation of changes to assessment practices e.g. reassessment and resubmission to raise endorsement achievement (including reviewing assessment offered in T4).</p> <p>Identification and intervention for students who didn't gain UE in 2018.</p> <p>Rationale for the continued use of PACT as a formative tool is presented to AP Curriculum, and other assessment options for formative assessment in the Intermediate and Junior College are investigated with the identification of an assessment tool for measuring longitudinal progress in Literacy and Numeracy agreed upon.</p> <p>Review of assessment procedures and markbook practices in Intermediate. All assessment data from Intermediate is entered on Kamar.</p> <p>CEM testing occurs across all years 7-10.</p>
Priority learners	<p>HOFs HOHs All Teachers</p> <p>HVE</p> <p>MZA AWS TCR LJA DWI SKI</p> <p>TCR</p> <p>SBA FHE HOH</p>	<p>Profiling of students at beginning of year uses data previously collected on students to identify literacy and numeracy needs and to develop personalised learning plans.</p> <p>Students requiring additional support for literacy and numeracy are identified and classroom support is developed using multiple forms of identification from school, contributing schools and whānau.</p> <p>Continued alignment and embedding of internal moderation processes in Junior College.</p> <p>'Easy to move' students and 'Difficult to move' students are identified and plans for individual students are created, recorded and implemented. These are to be shared with Intermediate TIC and APC.</p> <p>Through Ako and staff professional development, build a shared understanding of the Learning Behaviours and an understanding of how questioning, listening and discourse can raise student agency.</p>

			Learning Support Coordinator appointed to implement identified action points from 2018 arising from the independent Learning Support Review (2017).
T2	Professional development	SKI All Teachers SLT HOF SCT	Investigation of application for PLD funding to develop a Critical Literacy plan for the College All staff to have a clearly articulated Inquiry for 2019 which links to student outcomes and personal Interlead goals
	Curriculum and teaching and learning	SKI FHE HOH	Reporting to parents includes student Ako conferences which are student led and learning focused – students are able to articulate their progress and learning and to exemplify and explain what their next learning steps look like.
		SKI FHE HOH All Ako Kaiako	Monitoring of predictive grades and literacy and numeracy will be monitored prior to student-led conferences and reporting times and Ako kaiako will work to develop intervention plans.
		All Teachers	Staff can identify how their Priority Learners are achieving and what the next steps in their progress will be.  Develop teaching strategies which support student agency through choice, deeper learning and critical thinking
		SKI Ako kaiako	Tracking documents are circulated regularly and used by classroom and Ako kaiako to identify and intervene with students at risk of not reaching identified goals
		SKI HOFs	Review of curriculum in Year 7-10 programme occurs with a Junior Curriculum Map developed.
		TCR	Intermediate Literacy and Numeracy Intervention plan developed.
SKI All HOFs	Development of Faculty schemes.		
Assessment and reporting	TCR SKI MZA AWS DWI LJA	Review formative and summative assessment practices in the Intermediate and Junior school to build student capacity to be self-regulating and driven.	

		SKI All Ako Kaiako	Align assessment practices in Intermediate and Junior school.
		Ski HOFs	Develop senior tracking system to incorporate progress towards endorsement via a predictive endorsement grade.
		TCR SKI MZA AWS DWI LJA	Monitoring of markbooks across Faculties to ensure assessment and feedback are occurring and that assessment is used to raise learning and achievement.
			End of term review/tracking of Literacy and Numeracy interventions in the Intermediate.
	Priority learners	SLT, HOH, HOF, GATE and LS	All students at-risk of under achievement are identified and, where appropriate, learning plans are developed and additional support is offered. A school-wide register of at-risk is developed by SLT, HOH, HOF, GATE and LS.
		SKI HOFs TCR AWS CWO MZA All HOFs	Schoolwide system of tracking of students in Junior school is developed
			Continued embedding of profiling sees review of students as integral aspect of Faculty meetings each term.
T3	Professional Learning	All teachers All Ako kaiako	Focus on exams strategies and teaching and learning to prepare teachers to support students in the College exams.
			Staff report back on mid-year progress on their PLG's and Inquiries.
	Curriculum and teaching and learning	SBA HOH All teachers All Ako kaiako	Learning to learn focus of Ako and schoolwide activities to support learning.
	Assessment and reporting	SFI SKI JCH DBR FHE HVE/LS All HOH All Ako Kaiako SKI, HOH, All Ako Kaiako	Development of assessment plans for individual students to ensure success.
			Highlighting of how senior tracking system implemented for senior students incorporates progress towards endorsement. Predictive grades for endorsements included
			End of term review/tracking of Literacy and Numeracy interventions in Intermediate

		TCR MZA AWS DWI LJA	
	Priority learners	SFI SKI JCH DBR FHE HVE/LS	Intervention of students at-risk of under achievement and evaluation of learning plans continues.  Regular meetings to identify, intervene and track students at-risk of non-achievement and/or achievement below potential.
T4	Professional learning	All Teachers	Continued work on PLG and personal inquiries.
	Curriculum: teaching and learning	All Teachers TCR FHE	College wide focus on external exams.  Class placement for Intermediate occurs based on Contributing school data.
	Assessment and reporting	SKI  SKI TCR MZA AWS DWI LJA	Review of Assessment and Reporting in 2019.  Report back to AP Curriculum of Tracking of Literacy and Numeracy in Intermediate.
	Priority Learners	SFI SKI JCH DBR FHE HVE/LS	Regular meetings of at-risk students occurs.
<b>Monitoring:</b>			
SKI to meet with HOFs fortnightly, TIC Intermediate and SCT coordinator twice per term. COL group set up with facilitator to oversee and monitor progress. SLT Gateway Coordinator LS Coordinator Careers Advisor to meet each term.			
<b>Resourcing:</b>			
Staff encouraged to visit other schools to observe and to participate in Professional Learning opportunities. PLD funding is sought as appropriate. Support for targeted students, could include STAR courses etc.			

### Improvement Plan - Domain: Engagement

**Strategic Goal:** Building resilience by developing confidence and life skills.

**Annual Goal:**

Increase awareness of the Villa Maria learning behaviour.  
Embedding of the learning behaviour for all year levels through Ako time and within Faculties.

- Term 1: Māia (Courage)
- Term 2: Mahi tahi (Collaboration)
- Term 3: Manawaroa (Resilience)
- Term 4: Āta wherawhera (Critical & Creative Thinking)

These represent the key traits that the community, staff and students believe are necessary for success in the Mercy graduate. The College works with individuals, whanau and our community to nurture the development of these learning behaviours in our students.

**Annual Target:**

Ako time to help embed learning behaviours with a key focus on each learning behaviour per term.

Faculties will use subject material across their curriculum areas that promotes each learning behaviour per term.

**Baseline data:**

Focus last year through Ako time on the learning behaviours; they were introduced to all students in 2017

All four behaviours were covered in Ako time, there was a focus on the following:

- What does the behaviour look like?
- What do they look like in the classroom?
- What do they look like across the College?
- What do they look like in a learning context

The four learning behaviours were then linked to the Spirit of Learning Award; this award was aimed at the Junior College Year 7-10. Each term students and teachers would nominate students who demonstrated the key learning behaviour through their learning or interaction with their peers.

This year the focus will be on embedding the learning behaviours and making them more visible across all curriculums and the College.

<b>Key Improvement Strategies</b>			
<b>When</b>	<b>What (examples)</b>	<b>Who</b>	<b>Indicators of Progress</b>
Term 1	<ul style="list-style-type: none"> <li>• Introduction of the learning behaviour with the focus for Term 1 being Courage (Maia)</li> <li>• Learning behaviour of courage connected to goal setting, students need to have the courage to set goals that will stretch them</li> <li>• Continuation of the Spirit of Learning Award.</li> <li>• Focus on transitions and the courage it takes to step up to be a leader and also to start a new school</li> <li>• Inter House competition performance of a Disney song that has the theme of courage, House points will be allocated.</li> <li>• Each Faculty to develop resources that connect to the behaviour of courage.</li> </ul>	SBa / HOF All teachers / TTi	<ul style="list-style-type: none"> <li>• Students will be able to identify the key traits of courage and how it can be demonstrated across all learning areas.</li> <li>• All students will set goals that are inspired by courage</li> <li>• Throughout Peer Support, the Year 9 students will focus on courage and how this will help their transition into College life.</li> <li>• Engagement and participation in the inter House competition</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• Introduction of the learning behaviour for Term 2 being Collaboration (Mahi tahi)</li> <li>• This learning behaviour is connected to the theme being kind to the community; this idea will be developed through Ako time.</li> <li>• Continuation of the Spirit of Learning Award.</li> <li>• Each Faculty to develop resources that connect to the behaviour of collaboration.</li> </ul>	SBa / HOF All teachers / TTi	<ul style="list-style-type: none"> <li>• Students will be able to identify the key traits of collaboration and how it can be demonstrated across all learning areas.</li> <li>• Students will be able to explain what the key features of collaboration are and give examples of how they use this behaviour in Ako time and class time.</li> <li>• All Ako groups will work together and organise ways in which they can collaborate with our community and help make a difference.</li> </ul>
Term 3	<ul style="list-style-type: none"> <li>• Introduction for the learning behaviour for Term 3 Resilience (Manawaroa)</li> <li>• This learning behaviour is connected to preparation for the College examinations and students having the resilience to work hard and not give up.</li> </ul>	SBa / HOF All teachers / TTi	<ul style="list-style-type: none"> <li>• Students will be able to identify the key traits of resilience, and how it can be demonstrated across all learning areas.</li> <li>• Students will be able to explain what the key features of collaboration are and give examples of how they use this behaviour in Ako time and class time.</li> </ul>

	<ul style="list-style-type: none"> <li>• Techniques for study will be covered in Ako time</li> <li>• Continuation of the Spirit of Learning Award.</li> <li>• Each Faculty to develop resources that connect to the behaviour of resilience</li> </ul>		<ul style="list-style-type: none"> <li>• All Ako groups will cover key study techniques and how to prepare for examinations.</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>• Introduction for the learning behaviour for Term 4 Critical and creative thinking (Āta wherawhera) through Ako time, resources will be provided</li> <li>• Continuation of the Spirit of Learning Award.</li> <li>• Each Faculty to develop resources that connect to the behaviour of critical and creative thinking.</li> </ul>	SBa / HOF All teachers / TTi	<ul style="list-style-type: none"> <li>• Students will be able to identify the key traits of creative and critical thinking, and how this behaviour can be demonstrated across all learning areas.</li> <li>• Students will be able to explain what the key features of creative and critical thinking are and give examples of how they use this behaviour in Ako time and class time.</li> </ul>
<b>Monitoring</b> <ul style="list-style-type: none"> <li>• Ako teachers / HOF / SLT</li> <li>• Student feedback sought</li> </ul>			
<b>Resourcing:</b> <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Ako teachers</li> <li>• SBa planning time</li> </ul>			

## Improvement Plan - Domain: Student Engagement

### Strategic Goal:

- Building resilience by developing confidence and life skills.

### Annual Goal:

- Continue to develop Ako group teacher's capacity for effective mentoring, and ensure opportunities are created that allow more effective personalised learning pathways for all students.

### Annual Target:

- All teachers will complete restorative training in Term 1
- All senior students will be given the opportunity to meet with the careers counsellor and help create their own learning pathways
- All senior students are given the opportunity to gain University Literacy and Numeracy.

### Baseline data

- Introduction of Ako time and mentoring in 2018
- Goal setting completed by all students and mentoring discussions held with Ako teachers throughout each term.
- Data provided by Assistant Principal of Curriculum of at risk students each term.
- Ako teachers and HOH to conference with students who were at risk of not achieving.
- In 2018 all learning conference were run by Ako teachers and not subject teachers.

### Key Improvement Strategies

When	What (examples)	Who	Indicators of Progress
T1	<ul style="list-style-type: none"> <li>• All teachers to complete restorative training</li> <li>• All Ako teachers to attend the College information evening and picnic to meet new parents</li> <li>• Ako conference to happen in Term 1 with a focus on goal setting</li> <li>• College wide identification for senior students who do not have UE literacy and/or numeracy.</li> <li>• Increase in funding for Gateway students</li> </ul>	Ako teachers / all teachers/ SFi / HOH	<ul style="list-style-type: none"> <li>• Teachers will complete restorative training.</li> <li>• All Ako teachers to check each student timetable and to have met with each parent and student in a Student-led Learning Conference to establish personalised achievement goals for 2019.</li> <li>• All students at-risk of low achievement are identified and where appropriate learning plans are developed.</li> <li>• Students identified as not having UE requirements are given the opportunity to gain UE.</li> <li>• All students in Gateway will complete at least 20 credits.</li> </ul>

	<ul style="list-style-type: none"> <li>Star courses to continue to be offered to all senior students.</li> <li>Heads of House to conference with all senior students in their House with a focus on future career pathways.</li> </ul>		<ul style="list-style-type: none"> <li>All Gateway students will complete at least one work placement.</li> <li>An increase from 2018 on completion of Star courses.</li> </ul>
T2-3	<ul style="list-style-type: none"> <li>Students at-risk of not achieving or maintaining their previous achievement levels are offered additional support.</li> <li>Careers counsellor to follow up on any students who have been identified as needing additional support in finding a career pathway.</li> <li>Ako teachers to review student goals and if required set new goals.</li> <li>Additional training opportunities given to all Ako teachers to help with mentoring.</li> <li>All Pasifika students to attend Pasifika Careers expo.</li> <li>All Year 12 students to attend Careers expo.</li> <li>Careers counsellor to organise visits from key universities as well as other tertiary institutions.</li> </ul>	All teachers / HOH / Ako teachers	<ul style="list-style-type: none"> <li>Tracking sheet data is reviewed and used to inform conversations with students regarding progress.</li> <li>Learning conferences focus on achievement.</li> <li>Students given opportunities to attend Star courses.</li> <li>Students review their goals.</li> <li>Ako teachers to complete additional mentoring training.</li> <li>Senior students given opportunities to attend career expo.</li> <li>Students to attend visits from key tertiary providers.</li> </ul>
T4	<ul style="list-style-type: none"> <li>Students at-risk of not achieving national certificates will be offered additional support to assist them to achieve.</li> <li>Careers counsellor to continue to support senior students.</li> </ul>	All teachers / HOH / Ako teachers	<ul style="list-style-type: none"> <li>Star courses are offered to students.</li> <li>Additional achievement standards where appropriate are offered to students.</li> <li>Careers counsellor to provide data to SLT on the destination for all Year 13 students when they leave Villa Maria College.</li> </ul>
<b>Monitoring:</b> <ul style="list-style-type: none"> <li>Heads of House to meet every three weeks with their Ako teachers.</li> <li>AP Pastoral to meet every week with the Gateway and Star co-ordinator.</li> </ul>			

- AP Pastoral to meet every week with the Careers Counsellor.
- Ako teachers to monitor student achievement.

**Resourcing:**

- Gateway and Star funding.
- Attendance at Career expos.