

**School Name: St Bernard's College**  
**School Id Number 0260**

**MOE Version Including Tertiary Charter**

## 1. INTRODUCTION

St Bernard's College is an integrated Catholic Year 7 to 13 School for boys. The proprietor is the Archbishop of Wellington, The Most Rev Cardinal John Dew. The Marist Brothers, in response to Archbishop McKeefry's call, opened St Bernard's School as an intermediate in 1946. The Marist Brothers are no longer involved in the College.

The College is part of a proud tradition of Catholic Education in New Zealand, offering an education with a special character.

St Bernard's College is located in the centre of Lower Hutt, 20 minutes from Wellington, New Zealand's capital city. It serves the Catholic community across the Hutt Valley and Wainuiomata area. The maximum roll is 660 pupils. This size allows the College to provide a full and varied range of subjects and activities, yet is small enough to ensure a caring, safe and personalised environment.

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### Mission Statement

The College provides an excellent education in an environment generated by Gospel values.

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### Our Vision

**We are an inspiring Catholic Learning Community which nurtures the growth of our sons.**

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### Our Staff

Our point of advantage lies in excellent teaching in a school which is big enough to fully meet students' long-term career/future education requirements yet small enough to ensure individual attention and care are given to all students. We appoint staff who are "student centered" in their approach and are able to form strong learning relationships with their students. Our Catholic approach to education is to be welcoming and inclusive while believing that each and every student is capable of great things and is able to be successful.

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### Special Character

The Catholic Character of the College underpins all that we do at St Bernard's College. It shapes the interpersonal relationships between staff, parents and students. The Pastoral Care of the students reflects our belief in the inherent dignity of every person and the right of all to be able to succeed. Religious Education is compulsory for all students and aims to equip them for life as Catholics in the modern world. The educational needs of the students are diverse and programmes are designed to cater for the needs of all students.

## **Cultural Diversity**

St Bernard's College is a multicultural city college comprising 24% Maori, 18% Pasifika, 14% Asian 2% MELAA, , 42% European. We have one international fee paying student as of February 2021. Our Catholic Character is reflected in our commitment to fostering positive cultural relationships and equity regardless of a student's background. The College seeks to celebrate the different cultures present in it's community.

The College has established whanau/parent consultation groups for Maori, and Pacifica and has Maori and Pacifica representation on it's Board.

## **Tikanga Maori & Te Reo Maori**

The school takes all reasonable steps to provide for instruction in Tikanga Maori and Te Reo Maori for full time students whose parents ask for it. Students at all curriculum levels are offered the opportunity of learning Te Reo Maori. Maori is compulsory for Y 7 and 8 students. Two Kapa Haka group are present within the College. New staff and students and special visitors are welcomed with powhiri or mihi whakatau as appropriate.

The College seeks to normalize use of Te Reo within it's staff and student body. Te Reo is incorporated into our liturgies and Masses and the College Principal uses Te Reo in all greetings, formal occasions and interactions with the community. The intent of the Treaty of Waitangi is fulfilled within the constraints of government requirements and funding. Knowledge of and respect for Maori tikanga are fostered. The College has offered opportunities for staff to improve their knowledge and use of Te Reo Maori. The College Kaumatua are actively engaged in the College though teaching of Waiata to all Year 7 and 8 students and leading the College in areas of Te Ao Maori.

Restorative practice forms the basis of problem solving for all staff and students. Matters that arise are resolved kanohi ki te kanohi where possible.

## **Special Education**

St Bernard's College welcomes all students in our community. We are committed to their engagement in all school activities and to their achievement. The board ensures that the school has a special needs register and it has clear criteria for those on the register including but not limited to special needs, ELLS etc. The College prioritizes allocation of funds to Priority learner groups. This includes funding of teacher aides, diagnostic testing and resourcing of learning tools such as chromebooks/computers. In 2021 the College has increase it's staffing of Learning Support (increase of 0.66FTTE for an Assistant SENCO position) to better meeting the high learning needs of students entering the College.

## **Tertiary Education**

The College runs a Gateway programme in the college which provides students with experience in the workforce and workplace assessment of NZQA standards. This programme provides students with the skills needed to move from the College into the workplace. Gateway funding is \$56,310.96 and STAR funding is \$64,351

## 2. STRATEGIC SECTION

# St Bernard's College Strategic Plan 2020 - 2023



### **Our Vision**

We are an inspiring Catholic learning community which nurtures the growth of our sons

### **Our Mission**

The College will provide an excellent education in an environment generated by gospel values

# Strategic Goals

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## **Our Goal is to empower our learners to achieve their full potential in the Way of the Gospel.**

*The College is based on Catholic, Gospel values which sees the sanctity and dignity of the individual person as paramount. This way focusses on empowering others and removing barriers that might prevent them from becoming the best person that they can be. Our teaching and learning environment is student centered; supportive, celebrates diversity and always seeks to focus on the growth and wellbeing of the individual.*

## **Our Goal is to grow a strong learning culture that inspires success in all of our students in partnership with whanau and community**

*Empowerment of our students means providing learning pathways and engaging learning opportunities that allow students to fulfil their potential and become caring, informed and successful citizens. As a College we seek involvement of students and families. We strive to provide a teaching and learning environment that is modern and therefore enhances innovation and quality. We want to be known as a learning institution that others look to as a model of best practice.*

### **Long term Plan**

2020	2021	2022
<p>Embedding restorative practices and PB4I into the College culture. Training and initial Implementation of Tier 2 PB4I</p> <p>Staff professional development focus on cultural inclusiveness and collaboration across curriculum areas. Specific focus on increasing tools that assess progress in learning/achievement.</p> <p>Building infrastructure – stage one of main block replacement and establishment of the Wellbeing Center.</p>	<p>School-wide Implementation of Tier 2 PB4L.</p> <p>Junior curriculum review – Year 7 – 9 including community consultation.</p> <p>Building infrastructure - Completion of stage one of main block rebuild. Second stage begins. The College uses available funds to resource infrastructure beyond the allocation provided by ADW.</p> <p>Strengthen Kahui Waiako initiatives within the College</p>	<p>Entrenchment of Tier 2 PB4I</p> <p>Implementation of agreed recommendation from Junior Curriculum review.</p> <p>Building infrastructure - Completion of second stage of rebuild of main block</p>

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**Pastoral Care**

*We build strong and respectful relationships and foster understanding, support and growth in our community. We set clear expectations that are directly linked to our Gospel based values of Love of God, Love of others and Love of Self*

**Special Character.**

*We teach and celebrate the fundamentals of our faith. We provide opportunities for our students to experience Christ.*

**Community Participation**

*We are part of our wider community and are welcoming and inclusive. Our boys will grow to be responsible men who participate in community. We listen to whanau and actively seek their voice and involvement in a responsive manner.*

**Student Achievement**

*We support all students to understand and achieve their potential. We do this by offering a wide range of subjects and learning experiences – academic, sporting and cultural. We show our students what success can look like. We provide support to identify and remove barriers to their achievement.*

**Resourcing**

*We provide learning environments and resources that enhance the achievement, engagement and wellbeing of our students and staff. We look to the future in managing our resources to ensure sustainability. We work with partners to expand and enhance the learning opportunities for all of our learners. .*

## Area 1: Pastoral Care

Annual Goals & Targets	Actions to Achieve (How will we know)	Who	Time line
<p><b>Goal 1.1: To implement Tier 2 PB4L practices and expectations in our classrooms and our school while continuing to strengthen whole school Tier 1 practice.</b></p> <p><i>Our College wants to implement, promote and embed teaching practices that ensure all our learners, especially those who are challenging, are able to be successful.</i></p>	<ul style="list-style-type: none"> <li>• All staff have co-constructed Our Spaces expectations with all classes.</li> <li>• Our Space expectations targeted to all communal Campus spaces are displayed.</li> <li>• Tier 1 and 2 teams are in place and meeting regularly as per best practice guidelines.</li> <li>• Whole Pastoral team is confident in their understanding of Tier 2 theory and processes. Targeted PD is provided where necessary.</li> <li>• School wide Pastoral Data is gathered and analysed and shared with all staff as per best practice guidelines.</li> <li>• Specific Pastoral/teaching interventions are put in place informed by pastoral data.</li> <li>• Classroom Practices team is in place and meeting regularly and where appropriate.</li> <li>• Tier 2 students are identified and best practice Tier 2 planning and intervention(s) occurs.</li> <li>• Pastoral, Engagement and “anecdotal” (staff, student, whanau voice) Data is used to inform and monitor efficacy of Tier 2 interventions.</li> </ul>	<p>Tier 1 Team</p> <p>Tier 1 Team</p> <p>DP Pastoral</p> <p>DP Pastoral</p> <p>Tier 1 Team</p> <p>Tier 1 Team/Staff</p> <p>SCT/DP Pastoral</p> <p>Tier 2 Team</p> <p>Tier 2 Team</p>	<p>T1</p> <p>T1</p> <p>Whole Year</p> <p>T1</p> <p>Whole Year</p> <p>Whole Year</p> <p>Whole Year</p> <p>Whole Year</p> <p>Whole Year</p> <p>Whole Year</p>

<p><b>Goal 1.2 Whole School/Community wellbeing data is gathered using NZCER to inform review and continued alteration of our Pastoral systems to best meet the needs of our students and their whanau.</b></p> <p><i>Our College wishes to ensure it is continuously improving in how it supports the wellbeing of our individual students and whanau</i></p>	<ul style="list-style-type: none"> <li>• NZCER is engaged and survey is run over terms 1 and 2</li> <li>• Data is collated and shared with whole community</li> <li>• Whole community consultation is carried out through targeted hui.</li> <li>• Data informed specific actions are recommended, consulted on and planned for 2022.</li> </ul>	<p>Head of PE and Health/Principal</p>	<p>Terms 2/3 Data gathering Term 4 Understanding and planning</p>
<p><b>Goal 1.3 Specific groups are targeted for support using Pastoral, Tier 1 and 2 Data and relevant Achievement /Engagement Data.</b></p> <p><i>Our College wishes to ensure it is continuously improving in how it supports the wellbeing of our individual students and whanau</i></p>	<ul style="list-style-type: none"> <li>• Matua Jonas will take responsibility for engaging with maori students and their whanau.</li> <li>• Counsellor will take responsibility for forming targeted help groups (autism support group, Year 7/8 “how to make friends” group, anxiety support group, LBGQT support group )</li> <li>• Pacifica on track groups (Year 11 and 12) will be funded and continue.</li> <li>• Pacifica Mentor will be engaged to provide targeted mentoring with identified pacifica students.</li> </ul>	<p>Matua Jonas/Principal</p> <p>Counsellor/DP Pastoral</p> <p>Head of Pacifica Achievement</p> <p>Head of Pacifica Achievement/Principal.</p>	<p>Whole Year</p> <p>Whole Year</p> <p>Whole Year</p> <p>Whole Year</p>

## Area: 2. Governance and Community Interaction

Annual Goals & Targets	Actions to Achieve (How will we know)	Who	TimeLine
<p><b>Goal 2.1: The College communicates with it's wider community in an effective manner</b></p> <p><i>The College wishes to ensure that it's wider community is informed and involved.</i></p>	<ul style="list-style-type: none"> <li>● The website management will be reviewed again to ensure that the website is relevant and useful to our community and easy to use by our staff.</li> <li>● Information related to Pandemic actions is relayed quickly and in detail to our community.</li> <li>● Our community is engaged and their voice gathered through surveys and hui as appropriate. (Refer pastoral plan (Wellbeing survey), Resourcing plan (Canteen review and publicity) and the Rongohia te Hau initiative.)</li> </ul>	<p>Principal/Business Manager</p> <p>Principal</p> <p>Principal/Various</p>	<p>Term 1/2</p> <p>Whole Year</p> <p>Term1-3</p>
<p><b>Goal 2.2: The Board of Trustees continues to progresses the property development plan in co-operation and collaboration with the Proprietor of the College.</b></p> <p><i>The College needs certainly around resourcing and property development in order to make informed decisions around curriculum development, quality and innovation.</i></p>	<ul style="list-style-type: none"> <li>● The Board subcommittee continues to work directly with the proprietor to co-operatively progress the property development of the College as per the timeline put in place in 2017.</li> </ul>	<p>BOT</p>	<p>Regular meetings with BOT/proprietor's rep.</p>

<p><b>Goal 2.3: The College actively seeks to engage in a positive manner with it's Pacifica community in order to enhance student achievement.</b></p> <p><i>The College wishes to enhance the achievement of it's Pacifica students through enhancing communication and engagement of the wider Pacifica community.</i></p>	<ul style="list-style-type: none"> <li>● Targeted and authentic events are organized throughout the year in order to engage parents and students.</li> <li>- Careers evening</li> <li>- Fiafia evening</li> <li>- Pacifica families mass</li> <li>- Pacifica On-track program – family engagement</li> </ul>	Principal/Pacific Mentor	Whole Year
<p><b>Goal 2.4: The College actively seeks to engage in a positive manner with it's Maori community in order to enhance student achievement.</b></p> <p><i>The College wishes to enhance the achievement of it's Maori students through enhancing communication and engagement of the wider Pacifica community.</i></p>	<ul style="list-style-type: none"> <li>● Targeted whanau are invited to a consultative hui as part of the Rongohia te Hau initiative in order to gather voice on inclusiveness, identity and achievement at SBC</li> <li>● Matariki is celebrated as a whole school community with an evening hangi and activities open to all families and the wider college community.</li> </ul>	Matua Jonas/Principal	
<p><b>Goal 2.5 Establishment of meaningful professional development and planning to improved student outcomes through implementation of the Kahui Waiako learning challenges.</b></p> <p><i>With the approval of the Faith based Kahui Ako the College wishes to enact and begin to incorporate the agreed achievement challenges into it's planning and systems</i></p>	<ul style="list-style-type: none"> <li>● Principal attends and actively contributes to Kahui Ako leadership group.</li> <li>● Within school lead positions are filled, their learning is shared with all staff and initiatives are carried through and their efficacy monitored and reported on .</li> <li>● Professional learning groups are actively promoted to all staff</li> </ul>	Principal  Principal  WSL	Whole Year  Whole Year  Whole Year

## Area 3: Resourcing

Annual Goals & Targets	Actions to Achieve (How will we know)	Who	Timeline
<p><b>Goal 3.1 To measure the impact and effectiveness of opting in to the Government Donation Scheme for 2021.</b></p> <p><i>The College requires accurate financial information in order to fulfil its statutory obligations. It also needs to continually explore opportunities to improve efficiency in the delivery of financial services.</i></p>	<ul style="list-style-type: none"> <li>● Compare the revenue impacts of the Donations Scheme v remaining outside the scheme</li> <li>● Managing optional charges for extracurricular activities appropriately.</li> <li>● Greater assistance and PD will be provided for staff who are managing self-funded extra-curricular activities to ensure that budgets are accurate.</li> </ul>	<p>Business Manager</p> <p>Business Manager</p> <p>Business Manager</p>	<p>Whole Year</p>
<p><b>Goal 3.2 Development of facilities for community use and hire is a high priority for the college in order to increase operating revenue.</b></p> <p><i>The College is very aware of the benefits that can be derived from alternative sources of income to provide greater opportunities for the achievement of its students. .</i></p>	<ul style="list-style-type: none"> <li>● Developing a facilities management programme.</li> <li>● Putting in place an on-line booking system for facilities and employing a bookings officer.</li> <li>● Adding a facilities page to the college website to assist marking of facilities available for hire</li> <li>● The gym kitchen will be complete and available for use/hire.</li> </ul>	<p>Business Manager</p> <p>Business Manager</p> <p>Business Manager</p> <p>Business Manager</p>	<p>Term 3</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2</p>

<p><b>Goal 3.3 The College will actively measure and manage the impact on the College community that the large site redevelopment presents.</b></p> <p><i>Whilst the College wishes to provide its staff and students with modern learning environments, it also recognises the need to manage the impact of a lengthy redevelopment on the wellbeing of its community.</i></p>	<ul style="list-style-type: none"> <li>● The College will monitor the impact of interruption caused by building work through seeking regular feedback from staff and students.</li> <li>● Whilst continuing to enhance the spirit of co-operation that exists the College will ensure that it's teaching and learning objectives are not unduly compromised. <ul style="list-style-type: none"> <li>- Regular site meetings include detail on possible impacts of proposed work on school functioning and how these will be mitigated.</li> <li>- Meetings with BOT property committee and ADW property project manager include detail of proposed work and how these works will be scheduled to mitigate school functioning.</li> </ul> </li> </ul>	<p>Business Manager</p> <p>Business Manager</p> <p>Business Manager</p> <p>BOT Property</p>	<p>Whole Year</p> <p>Whole Year</p> <p>Whole Year</p> <p>Whole Year</p>
<p><b>Goal 3.4 The College will factor living with Covid-19 as an ongoing impact on resources.</b></p> <p><i>The College wishes to ensure that it allows for and accepts that Covid-19 will require on going resources and management.</i></p>	<ul style="list-style-type: none"> <li>● Ministry of Health Covid-19 guidelines around cleanliness will be followed.</li> <li>● Adequate ongoing resources will be allocated to manage Covid-19 in response to MoH/MoE guidelines and requirements.</li> <li>● Investment plans and capital expenditure will factor in ongoing Covid -19 costs.</li> </ul>	<p>Business Manager</p> <p>Business Manager</p> <p>Business Manager</p>	<p>Whole Year</p> <p>Whole Year</p> <p>Whole Year</p>

<p><b>Goal 3.5 The College will review Canteen management.</b></p> <p><i>The College wishes to ensure that it's students' health and wellbeing is prioritized.</i></p>	<ul style="list-style-type: none"> <li>• Student and whanau voice will be gathered to provide information on desirability and accessibility of canteen supplied food.</li> </ul>	Business Manager	Term 2
	<ul style="list-style-type: none"> <li>• Suitability of current menus/canteen food will be assessed against MoH/MoE best practice guidelines.</li> </ul>	TIC Foods and Nutrition	Term 2
	<ul style="list-style-type: none"> <li>• Canteen contract will be reviewed informed by data gathered.</li> </ul>	Business Manager	Term 3

## Area 4: Special Character

Annual Goals & Targets	Actions to Achieve (How will we know)	Who	Time line
<p><b>Goal 4.1</b></p> <p><b>Tagged teachers are enabled to take a greater leadership role in upholding the Special Character of the College.</b></p> <p><i>The College wishes it's tagged teachers to have an active role in ensuring that the College is truly Catholic.</i></p>	<ul style="list-style-type: none"> <li>• Meetings are held twice a year with tagged teachers to gather their voice, offer formation and retreat times.</li> <li>• Roles and opportunities are discussed that individuals can engage with.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• DRS</li> <li>• Parish Priest</li> <li>• Secondary RE Advisor</li> </ul>	Term 2/4
<p><b>Goal 4.2</b></p> <p><b>The College Youth Minister role becomes fully integrated within the College Pastoral network</b></p> <p><b>AND</b></p> <p><b>Participates in and leads when appropriate a range of Special Character activities.</b></p>	<ul style="list-style-type: none"> <li>• The School Counsellor identifies a range of students who would benefit from a mentor relationship and the CYM meets with and accompanies these students regularly.</li> <li>• The CYM works with Special Character leaders in developing a prayer resource and supports students and teachers in tutor classes with a range of suitable class prayers.</li> <li>• The CYM, DRS and Sacred Heart RE staff co-facilitate the RCIA programme in terms 2 and 3 with students from both schools.</li> <li>• The CYM accompanies students on all year level retreats and facilitates activities/sessions when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• DRS</li> <li>• School Guidance Counsellor</li> <li>• Deans</li> <li>• College Youth Minister</li> </ul>	<p>Terms 1 – 4</p> <p>Terms 1 and 2</p> <p>Terms 2 and 3</p> <p>Terms 1 – 4</p> <p>Terms 2 and 3</p>

	<ul style="list-style-type: none"> <li>• The CYM and DRS facilitates a greater connection between students and the Parish through empowering of involvement of SBC students in roles within the life of the parish. This may entail training in Eucharistic Ministry, Lectors and support of scheduled Youth Masses.</li> <li>• The CYM meets regularly with the youth pastoral co-ordinators of the parish in order to involve our students in the wider parish youth program.</li> </ul>	<p>DRS/CYM</p> <p>DRS/CYM</p>	
<p><b>Goal 4.3</b></p> <p><b>The Young Vinnies focus on social justice both within and outside the college is promoted and this leads to a greater promulgation of Catholic Social Teaching throughout the college at all levels.</b></p>	<ul style="list-style-type: none"> <li>• The Young Vinnies attend a 24 hour formation retreat.</li> <li>• The Young Vinnies develop a specific and achievable programme that supports an identified group in need within the college. Key CST's (Catholic Social Teachings) are communicated throughout the college and a video diary is displayed widely during Social Justice week outlining its work.</li> <li>• The Young Vinnies assist in developing and leading a sustainability project that is visible and that makes a real change within the life of the school. This will focus on an aspect such as tree planting, recycling and sustainability, rubbish collection, etc.</li> <li>• The Young Vinnies investigates opportunities to support people in need in our community through a SBC community food bank, café, human library.</li> </ul>	<ul style="list-style-type: none"> <li>• Adam Cooper</li> <li>• Jacob Harris</li> <li>• College Youth Minister</li> </ul>	<p>Terms 1 and 2</p> <p>Terms 1 – 4</p> <p>Terms 1 – 3</p>

## Area 5: Student Achievement, Teaching and Professional Learning

Annual Goals & Targets	Actions to Achieve (How will we know)	Who	Timeline
<p><b>Goal 5.1: Student achievement is enhanced through a co-ordinated, school-wide process of monitoring and tracking progress and achievement.</b></p> <p><i>Educational targets are based on individual student achievement data as well as staff knowledge of these individuals. Barriers that limit the success of our students are identified and actions taken to improve the learning outcomes for these students.</i></p>	<ul style="list-style-type: none"> <li>• Targets are set with realistic expectations of student performance based on past performance of the cohort.</li> <li>• Individual target students are selected as touchstones for monitoring student achievement. They are frequently at grade boundaries or at critical positions of achievement.</li> <li>• Specific targets will be set for students capable of achieving Merit/Excellence Endorsements in NCEA</li> <li>• Progress towards achieving targets is monitored through evaluation of achievement at regular intervals and interventions are made as appropriate. Interventions might include:               <ul style="list-style-type: none"> <li>- Using Curriculum Leaders' meetings and departmental meetings to consider progress and share successful interventions for target students.</li> <li>- Contact with home and referral to pastoral support</li> <li>- Extra provision of learning support.</li> <li>- Provision of alternative courses or short courses.</li> </ul> </li> </ul>	<p>Deans/staff</p> <p>HODs/Deans</p> <p>Deans/HODs</p> <p>Deans/Staff</p>	<p>Term 1</p> <p>Whole year</p> <p>Term 1</p> <p>Whole year</p>

<p><b>Goal 5.2 Utilise engagement grade reporting better to enhance the culture of learning.</b>  <i>Student achievement will be strengthened if student engagement in class is increased.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will receive PLD and regular reminders on what constitutes the grades.</li> <li>• Teachers actively teach students what is required to achieve different grades</li> <li>• Tutor teachers discuss grades awarded to students and follow up on those awarded a 3 or a 4. Follow up might include contact with home; involvement of Year level Dean, Referral to Tier 2 team.</li> <li>• Teachers who are identified as not following school guidelines are offered individual assistance.</li> </ul>	<p>DP Curriculum  Staff  Tutors  DP Curriculum</p>	<p>Term 1  Whole Year  Whole Year  Whole Year</p>
<p><b>Goal 5.3 Through targeted learning support programmes, students with identified needs will be given assistance to accelerate their progress.</b>  <i>Student achievement across all subjects can be enhanced by providing targeted assistance with learning and using assistive technology.</i></p>	<ul style="list-style-type: none"> <li>• Staffing will be allocated to the Learning Support Department (LSP) to allow specialised small groups of students in years 7-10 to be given programmes of learning support.</li> <li>• Through the LSP programmes in years 7-10 students will be given group teaching in literacy and numeracy using assistive technologies (eg Lexia, Read-Write, Symphony Maths).</li> <li>• Using a variety of tools, develop learning profiles of students in LSP programmes, using the data to determine learning needs and progress.</li> </ul>	<p>Principal/SENCO  SENCO  SENCO</p>	<p>Term 1  Whole year  Whole year</p>
<p><b>Goal 5.4 Initiate a literacy programme promoting reading in years 7 to 9 and strengthening vocabulary use across the whole school at all levels.</b>  <i>Student engagement and achievement are enhanced with students' growth in key competencies.</i></p>	<ul style="list-style-type: none"> <li>• HODs Mathematics, English and Junior Curriculum will initiate and promote a programme promoting reading in years 7-9.</li> <li>• Developing students' vocabulary understanding and usage will be a PLD focus for whole school development. Led by HODs Mathematics, English and Junior Curriculum</li> <li>• HOD junior curriculum and teachers of Y7&amp;8 integrated studies will undertake PLD and use tools to monitor and grow literacy.</li> </ul>	<p>HODs  HODs  HOD</p>	<p>Whole year</p>

<p><b>Goal 5.5 Undertake research into ways other schools deliver and structure their junior curriculum.</b>  <i>Ensuring our curriculum is structured to meet our student's short and long term needs will improve their engagement in learning and future success.</i></p>	<ul style="list-style-type: none"> <li>• A group of middle leaders will visit schools known to have alternative models of learning to look, see and understand how well these curriculum models work to enhance engagement and learning.</li> <li>• Findings from the group will be used in a programme of consultation involving staff, students and families.</li> </ul>	Principal	Terms 1-3
<p><b>Goal 5.6 Targeted initiatives will be put in place that enhance achievement for Maori and Pasifica students.</b>  <i>With additional support involving strong role models, student achievement will be improved.</i></p>	<ul style="list-style-type: none"> <li>• Programmes planned for 2021  Awhina STEM programme through University of Vicoria  Pasifica on Track</li> <li>• Level 1 English for Pasifica</li> </ul>	HOD Careers	Term 2-4
<p>Budget &amp; other Implications</p> <p>LSP staffing est 0.2 FTTE  Licenses for LSP software est \$3000  PD costs of around \$1000 and staff time for Learning Support PLD.  PLD contract with Infinity Learning, providers of external facilitator hours funded by Ministry of Education. Relief costs approx. \$3000.</p>			

## 1. Year 7-9 Targets

The target students for 2021 in Years 7-9 are being shortlisted and will be identified at the end of Term 1 once in school standardized testing is complete. Target Students will be selected for both numeracy and literacy.

## 2. NCEA Targets 2021

Each year level has an overall NCEA pass rate target, a merit endorsement target and an excellence endorsement target. These targets have been determined based on historical performance of the students and should be considered as realistic assuming no significant changes to the performance of the students. These targets are expected outcomes based on our current methodology.

In 2021 we will be using benchmark students to monitor our performance. These benchmark students are listed in the appendix. Students have been selected based on historical data about their performance. The concept is that these students should meet the set targets and by tracking their progress we will see whether the College is meeting expectations in terms of overall performance.

The target students for 2021 have been selected on the basis of wanting to improve our performance in Certificate endorsement. We have used extensive existing assessment data to select students who have the potential to achieve Merit or Excellence endorsement. By targeting these students, we aim to improve on our overall endorsement performance.

In brackets are the 2020 NCEA figures. The presented target figures assume no target students move into the achievement area.

### 3. Level 1

Overall NCEA L1 pass rate target	90% (83%)
Endorsement Merit target	26% (25 students) (37%)
Endorsement Excellence target	9% (9 students) (11%)

#### Target Group

The students listed in the appendix could possibly get endorsement with a targeted approach.

37 students have been placed in this group.

### 4. Level 2

Overall – NCEA Level 2 pass rate target	85% (86%)
Endorsement Merit target	29% (31 students) (27%)
Endorsement Excellence target	6% (6 students) (7%)

#### Target Group

The students listed in the appendix could possibly get endorsement with a targeted approach.

34 students have been placed in this group.

### 5. Level 3

Overall – NCEA Level 3 pass rate target	67% (60%)
UE target	60% (50%)
Endorsement Merit target	23% (18 students) (28%)
Endorsement Excellence target	8% (6 students) (6%)

#### Target Group

The students listed in the appendix could possibly get endorsement with a targeted approach.

25 students have been placed in this group.

### 6. Pacifika

Level 1 NCEA pass rate target	(total population = 18 students)	72% (78%)
Level 2 NCEA pass rate target	(total population = 28 students)	83% (85%)
Level 3 NCEA pass rate target	(total population = 18 students)	44% (46%)

## 7. Maori

Level 1 NCEA pass rate target	(Total population = 24 students)	96% (75%)
Level 2 NCEA pass rate target	(Total population = 22 students)	77% (74%)
Level 3 NCEA pass rate target	(Total population = 12 students)	67% (56%)