



# **STRATEGIC PLAN & ANNUAL PLAN**

**2012 – 2014**

## **McAuley High School**

### **Vision Statement**

Walking in the footsteps of Catherine McAuley, we seek to realise our own potential as a learning community, to answer the call of the Gospel by choosing to make a difference in the world, and to aim high, believing everyone can achieve.



# THE CHARTER OF McAULEY HIGH SCHOOL

## MISSION STATEMENT

**McAuley High School provides quality Catholic education in the Tradition of Mercy, which challenges young women to strive for standards of personal excellence.**

McAuley High School is an integrated Roman Catholic secondary school for girls, from years 9 to 13 offering education with a special character in the Mercy tradition. The school has a high percentage of Pasifika students and strives to meet their needs. The Proprietor of the school is the Bishop of Auckland.

### THE GENERAL GOALS AND VALUES OF McAULEY HIGH SCHOOL ARE:

- ❖ To foster and develop Catholic gospel values, and integrate them into a code of behaviour which guides the lives of each member of the school community;
- ❖ To foster and promote the Mercy values of Catherine McAuley – respect (for themselves, others, human rights), justice, compassion, respect for the environment, honesty, integrity;
- ❖ To be a witnessing faith community that encourages students to make their own personal commitment to Jesus Christ;
- ❖ To appoint teaching and non-teaching staff so that the school reflects, in its teaching and conduct, the Special Character of the School;
- ❖ To ensure education at McAuley High School is within the framework of the religious beliefs of the Catholic Church, and is associated with observances and traditions appropriate to that belief;
- ❖ To ensure that religious and moral education is integral to the curriculum taught at McAuley High School;

- ❖ To enable each student to develop as a well integrated person and so aim to reach her potential:- spiritually, intellectually, creatively, socially, emotionally and physically;
- ❖ To develop young women who are confident, connected, actively involved, lifelong learners;
- ❖ To enable each student to become a confident, independent woman who can take her place in society and fulfill her role in a responsible, caring, Christian manner;
- ❖ To develop a strong academic emphasis in the school, so that our students have every chance to succeed in the modern world;
- ❖ To foster innovation, enquiry and curiosity by thinking creatively, critically and reflectively;
- ❖ To foster an effective partnership between school, parish and families to ensure successful educational outcomes for students;
- ❖ To foster a knowledge of, and respect for, the values of Maori, Pacific people and other cultures and to respect the diversity as found in our different cultures, religions, languages and heritages;
- ❖ To ensure that we develop and maintain a SAFE environment that enables a safe, achieving, friendly education for all students;
- ❖ To acknowledge that staff are our prime resource and that their needs for training and pastoral care must be addressed;
- ❖ To act in accordance with the New Zealand Curriculum, the National Education and Administration Guidelines, the school's Integration Agreement, relevant Collective Employment Contracts and other legislation;
- ❖ To recognise, in our property policies and programmes, such rights and responsibilities of the Proprietor, as owner of the school premises, as provided in the Private Schools' Conditional Integration Act 1975, and our Integration Agreement.





**To Raise Student Achievement**

Strategic goals	2012 Focus Area	2013 Focus Area	2014 Focus Area
<p><b>NAG 1</b> To foster the achievement of all students (this includes Maori and Pasifika students) by providing teaching and learning programmes which incorporates The New Zealand Curriculum as expressed in the document of 2007.</p>	<ul style="list-style-type: none"> <li>• To modify student programmes (based on the 2011 data) to improve academic outcomes at Level 1 NCEA.</li> <li>• To gain baseline achievement data for the revised format for Level 2 NCEA.</li> <li>• To increase the proportion of students who achieve endorsements for Merit and excellence at Levels 1, 2, and 3 NCEA.</li> <li>• To actively promote and encourage student entry to scholarship in a subject area.</li> <li>• To have each Year 9 student increase by at least one New Zealand Curriculum Level in Mathematics.</li> <li>• To have 60% of Year 10 students at New Zealand Curriculum Level 5 or above in Mathematics.</li> <li>• To provide support programmes for those students who did not achieve at NZC Level 5 in Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• To evaluate and refine student programmes to continue to improve student achievement at Level 2 NCEA.</li> <li>• To gain baseline achievement data for the revised format for Level 3 NCEA.</li> <li>• To increase the proportion of students who achieve subject endorsements for Merit and Excellence at Levels 1, 2, and 3 NCEA.</li> <li>• To actively promote and encourage student entry to scholarship in a subject area</li> <li>• To have each Year 9 student increase by at least one New Zealand Curriculum Level in Mathematics.</li> <li>• To have 60% of Year 10 students at New Zealand Curriculum Level 5 or above in Mathematics.</li> <li>• To provide support programmes for those students who did not achieve at New Zealand Curriculum Level 5 or above in Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• To modify student programmes to continue to improve student achievement at Levels 1, 2 and 3 NCEA.</li> <li>• To increase the proportion of students who achieve subject endorsements for Merit and Excellence at Levels 1 to 3 NCEA.</li> <li>• To actively promote and encourage student entry to scholarship in a subject area.</li> <li>• To have each Year 9 student increase by at least one New Zealand Curriculum Level in Mathematics.</li> <li>• To have 60% of Year 10 students at New Zealand Curriculum Level 5 or above in Mathematics</li> <li>• To provide support programmes for those students who did not achieve at New Zealand Curriculum Level 5 or above in Mathematics.</li> </ul>

	<ul style="list-style-type: none"> <li>To enable each Year 9 student to improve by at least two sub curriculum levels of asTTle Writing by the end of Year 10 and to provide support programmes for those students who have not yet reached level 5.</li> </ul>	<ul style="list-style-type: none"> <li>To enable each Year 9 student to improve by at least two sub curriculum levels of asTTle writing by the end of Year 10.</li> </ul>	<ul style="list-style-type: none"> <li>To enable each Year 9 student to improve by at least two sub curriculum levels of asTTle writing by the end of Year 10.</li> </ul>
<b>NAG 1</b> Raising achievement	<ul style="list-style-type: none"> <li>To manage the revised Achievement Standards for Level 2 NCEA and to review our Achievement Standards offered at Level 1 NCEA after evaluating our successes and failures in 2011.</li> </ul>	<ul style="list-style-type: none"> <li>To manage the revised Achievement Standards for Level 3 NCEA and to review our Achievement Standards offered at Level 2 NCEA. Implement the suggestions and procedures as a result of our review.</li> </ul>	<ul style="list-style-type: none"> <li>To implement the suggestions and procedures as a result of our review of the Achievement Standards offered at Level 3 NCEA.</li> </ul>
<b>NAG 1</b> Meeting the needs of all students	<ul style="list-style-type: none"> <li>To use the 60% threshold (all students with a credit ratio of higher than 60%) as a way of identifying those at risk of not achieving NCEA throughout the year.</li> <li>To consolidate the programme providing for those identified as gifted or talented.</li> </ul>	<ul style="list-style-type: none"> <li>To use the 60% threshold as a way of identifying those at risk throughout the year.</li> <li>To evaluate the programme for gifted and talented students.</li> </ul>	<ul style="list-style-type: none"> <li>To use the 60% threshold as a way of identifying those at risk throughout the year.</li> <li>To monitor the Programme for Gifted and Talented students and to evaluate the impact on the percentage of students obtaining Scholarship.</li> </ul>
<b>NAG 1</b> Promote highly effective teaching and learning	<ul style="list-style-type: none"> <li>To promote student ownership of learning through the teaching as inquiry cycle.</li> <li>To work towards a strategic plan for the use of ICT as a teaching tool.</li> <li>To emphasise effective teaching practices in teacher performance review processes including the effective use of programme evaluations and assessment data to inform teaching programmes and practices.</li> </ul>	<ul style="list-style-type: none"> <li>To promote student ownership of learning through the teaching as inquiry cycle.</li> <li>To review our strategic plan for the use of ICT as a teaching tool.</li> <li>To emphasise effective teaching practices in teacher performance review processes including the effective use of programme evaluations and assessment data to inform teaching programmes and practices.</li> </ul>	<ul style="list-style-type: none"> <li>To further refine a teaching and learning policy – The McAuley High School way.</li> <li>To emphasise effective teaching practices in teacher performance review processes including the effective use of Programme evaluations and assessment data to inform teaching programmes and practices.</li> </ul>

Strategic Goal	2012 Focus Area	2013 Focus Area	2014 Focus Area
<p><b>NAG 1</b> Student ownership of their learning.</p>	<ul style="list-style-type: none"> <li>To increase student ownership and management of their own learning by teachers using teaching as inquiry as a framework and to continue the development and use of effective pedagogical practices to promote student learning.</li> </ul>	<ul style="list-style-type: none"> <li>To increase student ownership and management of their own learning by teachers using teaching as inquiry as a framework and to continue the development and use of effective pedagogical practices to promote student learning.</li> </ul>	<ul style="list-style-type: none"> <li>To increase student ownership and management of their own learning by teachers using teaching as inquiry as a framework and to continue the development and use of effective pedagogical practices to promote student learning.</li> </ul>
<p><b>NAG 1(f)</b> Career Education and STAR</p>	<ul style="list-style-type: none"> <li>To study the Career Education Benchmarks, evaluate our compliance and plan how to meet the standards.</li> </ul>	<ul style="list-style-type: none"> <li>To meet the requirements of the Career Education Benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>To identify any areas of concern where we are not meeting the requirements of the Career Education Benchmarks</li> </ul>
<p><b>NAG 1</b> Engaging with the community.</p>	<ul style="list-style-type: none"> <li>To encourage the community to accept a leading role in fostering an effective partnership between school and families.</li> <li>To run an Adult Literacy and Numeracy Programme.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to encourage the community to accept a leading role in fostering an effective partnership between school and families.</li> <li>To run an Adult Literacy and Numeracy Programme.</li> </ul>	<ul style="list-style-type: none"> <li>To establish a strong parent group which is the culmination of the work done in the last 4 years?</li> <li>To run an Adult Literacy and Numeracy Programme.</li> </ul>



## McAuley High School

## Strategic Plan 2012 -2014

### To promote the Special Character Dimension of the school

Strategic Goals	2012 Focus Area	2013 Focus Area	2014 Focus Area
<b>NAG 5</b>  <b>To promote the Special Character dimension of the school</b>	<ul style="list-style-type: none"> <li>To review the "Religious Education" focus.</li> </ul>	<ul style="list-style-type: none"> <li>To review the "Pastoral Care" focus.</li> </ul>	<ul style="list-style-type: none"> <li>To review the "Catholic Community" focus.</li> </ul>
	<ul style="list-style-type: none"> <li>To have a liturgical theme. The theme is "Mercy".</li> </ul>	<ul style="list-style-type: none"> <li>To have a liturgical theme. The theme is "Respect for Human Dignity."</li> </ul>	<ul style="list-style-type: none"> <li>To have a liturgical theme. The theme is "Service."</li> </ul>
	<ul style="list-style-type: none"> <li>To continue to offer our sacramental programme.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to offer our sacramental programme</li> </ul>	<ul style="list-style-type: none"> <li>To work closely with our parish communities to track students who have left our school.</li> </ul>
	<ul style="list-style-type: none"> <li>Graph the behavior trends</li> <li>Analyse the data collected</li> <li>Monitor attendance and reduce absenteeism.</li> <li>To provide early intervention for students at risk.</li> </ul>	<ul style="list-style-type: none"> <li>Graph the behavior trends</li> <li>Analyse the data collected</li> <li>Monitor attendance and reduce absenteeism.</li> <li>To provide early intervention for students at risk.</li> </ul>	<ul style="list-style-type: none"> <li>Graph the behavior trends</li> <li>Analyse the data collected</li> <li>Monitor attendance and reduce absenteeism.</li> <li>To provide early intervention for students at risk.</li> </ul>
	<ul style="list-style-type: none"> <li>Maintain "The Travellers' Programme."</li> </ul>	<ul style="list-style-type: none"> <li>Maintain "The Travellers' Programme."</li> </ul>	<ul style="list-style-type: none"> <li>Maintain "The Travellers' Programme."</li> </ul>

Strategic Goals	2012 Focus Area	2013 Focus Area	2014 Focus Area
<b>To promote the Special Character dimension of the school</b>	<ul style="list-style-type: none"> <li>• Provide professional development to staff on the implications of Catholic Character.</li> <li>• To ensure that the professional standards as identified by the church are adhered to and built into our appraisal system.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development to staff on the implications of Catholic Character.</li> <li>• To ensure that the professional standards as identified by the church are adhered to and built into our appraisal system.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development to staff on the implications of Catholic Character.</li> <li>• To ensure that the professional standards as identified by the church are adhered to and built into our appraisal system.</li> </ul>
	<ul style="list-style-type: none"> <li>• To keep parents informed on changes in assessment and reporting procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• To keep parents informed on changes in assessment and reporting procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• To keep parents informed on changes in assessment and reporting procedures.</li> </ul>
	<ul style="list-style-type: none"> <li>• To ensure optimum emotional, spiritual and physical wellbeing of students.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure optimum emotional, spiritual and physical wellbeing of students.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure optimum emotional, spiritual and physical wellbeing of students.</li> </ul>
	<ul style="list-style-type: none"> <li>• To increase awareness of and promotion of safety in cyberspace. To work with church leaders to promote safety in cyberspace.</li> </ul>	<ul style="list-style-type: none"> <li>• To increase awareness of and promotion of safety in cyberspace</li> </ul>	<ul style="list-style-type: none"> <li>• To use cyber space safely as a teaching tool.</li> </ul>
	<ul style="list-style-type: none"> <li>• To encourage consistency in the pastoral care and discipline of students and keep the profile of the form teacher high.</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage consistency in the pastoral care and discipline of students and survey students on the role of the form teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage consistency in the pastoral care and discipline of students and survey students on the role of the form teacher.</li> </ul>
	<ul style="list-style-type: none"> <li>• To maintain increased leadership opportunities for junior students</li> </ul>	<ul style="list-style-type: none"> <li>• To review the leadership opportunities for junior students</li> </ul>	<ul style="list-style-type: none"> <li>• To implement changes as a result of the review.</li> </ul>



**Strategic Goal:**

**To raise student achievement**

**Objectives 2012**

- To modify student programmes (based on the year 11 data) to improve academic outcomes at Level 1 NCEA.
- To gain baseline data for the revised format for Level 2 NCEA
- To increase the proportion of students achieving endorsements for Merit or Excellence at Levels 1,2,3 NCEA
- To actively promote and encourage student entry to scholarship in a subject area.
- To have each Year 9 student increase by at least one New Zealand Curriculum Level in Mathematics.
- To have 60% of Year 10 students at New Zealand Curriculum Level 5 or above in Mathematics.
- To provide support programmes for those students who have not yet achieved at NZC Level 5 in Mathematics.
- To enable each Year 9 student to improve by at least two sub levels of asTTle Writing by the end of year 10 and to provide appropriate support for Year 10 students who have not improved by at least one sub curriculum level of asTTle writing.
- School reporting systems to move towards alignment to the New Zealand curriculum levels.
- To use the 60% threshold (all students with a credit ratio of lower than 60%) as a way of identifying those at risk of not achieving NCEA throughout the year.
- To consolidate the programme providing for those students identified as gifted and talented in years 9 and 10.
- To promote ownership of learning through the teaching as inquiry cycle by teachers using inquiry as a framework to continue the development and use of effective pedagogical practices to promote student learning.
- To work towards a strategic plan for the use of ICT as a teaching tool.
- To continue to enhance and support the Career's Programme and to meet the Career Education Benchmarks.
- To review our use of STAR funding.
- To encourage the community to accept a leading role in fostering an effective partnership between school and families.
- To run an Adult Literacy and Numeracy Programme.



**Strategic Goal:**

**To promote and review the Special Character Dimension of the school**

**Objectives 2012**

- To review the “Religious Education” focus
- To continue to ensure that Religious Education is given high status and that every effort is made to provide the hours for the delivery of the curriculum as prescribed by the Bishop.
- To ensure that the professional standards as identified by the Catholic Education Office are adhered to and built into our appraisal system.
- To keep a register of the special character professional development undertaken by all staff and provide professional development to staff on the implications of Catholic Character.
- To review our school diary and ensure that it reflects our Catholic character.
- To implement personalization of learning in the Religious Education classroom environment with the result that the needs of all students are met.
- To encourage student self-evaluation.
- To promote student ownership of learning of the Religious Education curriculum through the teaching as inquiry cycle.
- To make effective use of assessment as part of our implementation of the Achievement Standards.
- To provide a Liturgical Theme based on a Mercy value. The theme for 2012 is “Mercy.”
- To promote the Sacramental Programme and expand participation in Eucharistic Celebrations and Liturgies.
- To provide early intervention for students at risk and maintain “The Travellers’ Programme.”
- Provide professional development to staff on the implications of Catholic Character.
- To ensure optimum emotional, spiritual and physical wellbeing of students.
- To increase awareness and promotion of safety in cyberspace.
- Promote consistency in the Pastoral Care of students and raise the profile of the form teacher.



**Operational Objective: To Raise Student Achievement**

Historical Position	Target	Target Date	Responsibility	Costs/Resources	Student Outcomes	Actual / Outcomes	Comments
	<ul style="list-style-type: none"> <li>• To modify student programmes (based on the year 11 data) to improve academic outcomes at Level 1 NCEA.</li> <li>• To gain baseline data for the revised format for Level 2 NCEA</li> <li>• To increase the proportion of students achieving endorsements at Merit or Excellence at Levels 1,2 3 NCEA</li> <li>• To promote and encourage student entry to scholarship in a subject area.</li> <li>• To have each year 9 student increase at least one New Zealand Curriculum Level in Mathematics.</li> <li>• To have 60% of Year 10 students at New Zealand Curriculum Level 5 or above in Mathematics.</li> <li>• To provide support programmes for those students who have not yet achieved at NZC Level 5 in Mathematics.</li> </ul>	2012	Deputy Principal, Principal, Heads of Departments. All teachers. Deans to ensure that support is provided to all students who are at risk. Heads of English and Mathematics to monitor achievement especially the asTTle results.	Departmental Budgets. Time allowance for Deputy Principal.	Increased academic achievement. More students moving to higher education. Increased self esteem.		

	<ul style="list-style-type: none"> <li>• To enable each year 9 student to improve by at least two sub curriculum levels of asTTLe writing by the end of Year 10.</li> <li>• To provide appropriate support for Year 10 students who have not improved by at least one sub curriculum level of asTTLe writing.</li> <li>• School reporting systems to move towards alignment to the New Zealand curriculum levels.</li> <li>• To use the 60% threshold(all students with a credit ratio of lower than 60%) as a way of identifying those at risk of not achieving NCEA throughout the year.</li> <li>• To consolidate a programme providing for those students identified as gifted or talented in years 9 and 10.</li> </ul>							
	<ul style="list-style-type: none"> <li>• To increase student ownership and management of their own learning.</li> <li>• Teachers use teaching as inquiry as a framework to continue the development and use of effective pedagogical practices to promote student learning.</li> </ul>	2012	Deputy Principal/principal.			<ul style="list-style-type: none"> <li>• Effective teaching and learning.</li> </ul>		
	<ul style="list-style-type: none"> <li>• To work towards a strategic plan for the use of ICT as a teaching tool.</li> </ul>	2012-2014	Principal, Assistant principal.	Time allowance.		<ul style="list-style-type: none"> <li>• Managed use of ICT.</li> </ul>		

Historical Position	Target	Target Date	Responsibility	Costs/Resources	Student Outcomes	Actual / Outcomes	Comments
	<ul style="list-style-type: none"> <li>To continue to enhance and support the Career's Programme and meet the Career Education benchmarks</li> </ul>	2012 - 2014	Senior Management Team.	Time Allowance.	<ul style="list-style-type: none"> <li>Students' career aspirations monitored both at school and post school.</li> </ul>		
	<ul style="list-style-type: none"> <li>To review our use of the STAR funding</li> </ul>	2012	Deputy Principal	Time Allowance	<ul style="list-style-type: none"> <li>Students move to employment.</li> </ul>		
	<ul style="list-style-type: none"> <li>To encourage the community to accept a leading role in fostering an effective partnership between school and families.</li> <li>To run an Adult Literacy/Numeracy Programme.</li> </ul>	2012 - 2014	<p>Senior Management Team. All staff.</p> <p>Our coordinator for adult education.</p>	<p>Funded by applications to charitable Trusts.</p>	<ul style="list-style-type: none"> <li>Students supported in their learning by their parents.</li> </ul>		



**Operational Objective: To promote the Special Character of the School**

<b>Historical Position</b>	<b>Target</b>	<b>Target Date</b>	<b>Responsibility</b>	<b>Costs/Resources</b>	<b>Student Outcomes</b>	<b>Actual / Outcomes</b>	<b>Comments</b>
Each year a different aspect is reviewed.	<ul style="list-style-type: none"> <li>To review the Catholic Community Focus area.</li> </ul>	2012	Principal, Director of Religious Studies, Chaplain, Board of Trustees, staff and student liturgy group.	Staffing, time	<ul style="list-style-type: none"> <li>Special Character of the school is maintained, enhanced and enriched.</li> </ul>		
Each year we choose a liturgical theme based on the Mercy values.	<ul style="list-style-type: none"> <li>To provide a liturgical theme. The theme is: "Mercy"</li> </ul>	2012	Principal, Director of Religious Studies, Board of Trustees and Chaplain	Staffing	<ul style="list-style-type: none"> <li>Students relate all aspects of school life to the Special Character of the school. A greater awareness of Mercy charism is achieved.</li> </ul>		

<b>Historical Position</b>	<b>Target</b>	<b>Target Date</b>	<b>Responsibility</b>	<b>Costs/Resources</b>	<b>Student Outcomes</b>	<b>Actual / Outcomes</b>	<b>Comments</b>
Our Special Character review indicated that we had met this need. However, we continue to expand the programme.	<ul style="list-style-type: none"> <li>To promote a sacramental programme and expand participation in Eucharistic Celebrations and Liturgies.</li> </ul>	2012- 2013	Director of Religious Studies, teachers of Religious Education, students, parish priests.	Gifts to visiting clergy. Professional development to all staff. Funding for the chaplain.	<ul style="list-style-type: none"> <li>Heightened awareness of their faith and increased participation at mass.</li> </ul>		
	<ul style="list-style-type: none"> <li>To have a designated chaplain</li> </ul>	2012 - 2013	Sister Salome, and Father Wooller, Principal and all staff holding tagged positions.	Chaplain, time for staff and use of chapel. Funding for the transport costs of the priest.	<ul style="list-style-type: none"> <li>Students are increasingly aware of the opportunities for spiritual development.</li> </ul>		
We have a low rate of stand downs and exclusions.	<ul style="list-style-type: none"> <li>Graph behaviour trends</li> <li>Analyse the data collected</li> <li>Monitor attendance and reduce absenteeism.</li> <li>To provide early intervention for students at risk.</li> </ul>	2012 - 2013	Deputy Principal, Assistant Principal. Principal.	Time allowance.	<ul style="list-style-type: none"> <li>Students at risk of not achieving, not achieving and achieving are identified.</li> </ul>		
The Travellers' Programme was introduced in 2005 with great success.	<ul style="list-style-type: none"> <li>Identify students from Year 9 who are at risk and increase the numbers involved in "The Travellers' Programme"</li> </ul>	2012- 2013	Guidance counselor and the Health professionals.	Time allowance, use of the computers.	<ul style="list-style-type: none"> <li>Students at risk identified early and provided with support systems.</li> </ul>		

<b>Historical Position</b>	<b>Target</b>	<b>Target Date</b>	<b>Responsibility</b>	<b>Costs/Resources</b>	<b>Student Outcomes</b>	<b>Actual / Outcomes</b>	<b>Comments</b>
Each year we have a dedicated day for our special character development.	<ul style="list-style-type: none"> <li>To provide professional development to all staff on Catholic Character and Mercy values</li> <li>To ensure that the professional standards as identified by the Catholic Schools' Office are adhered to and built into our appraisal system.</li> </ul>	2012-2014	Principal, all tagged staff, Director of Religious Studies.	Professional Development budget.	<ul style="list-style-type: none"> <li>Our Catholic Character is retained and the awareness of what makes us Catholic is heightened.</li> </ul>		
	<ul style="list-style-type: none"> <li>To keep parents informed on changes in assessment and reporting procedures.</li> </ul>	2012	Deputy Principal, Principal and staff.	Budget support.	<ul style="list-style-type: none"> <li>Student achievements are recognised.</li> </ul>		
The school was originally part of the AIMHI cluster. Social Workers and Registered Nurses were introduced as part of this scheme.	<ul style="list-style-type: none"> <li>To ensure optimum, emotional and physical well being of students. Work closely with the police initiatives for anti violence. Work closely with ATWC and Auckland District Health Board.</li> </ul>	2012 – 2014	Principal, Senior Management Team, all staff, Health and Guidance	Qualified Social Worker, Registered Nurses, Guidance Counsellor	<ul style="list-style-type: none"> <li>Increased academic achievement</li> <li>Closer liaison between subject teachers and Health and Guidance team</li> <li>Meet the reporting requirements of Ministry of Social Development and Auckland Health</li> </ul>		

<b>Historical Position</b>	<b>Target</b>	<b>Target Date</b>	<b>Responsibility</b>	<b>Costs/Resources</b>	<b>Student Outcomes</b>	<b>Actual / Outcomes</b>	<b>Comments</b>
We have had an increasing number of students involved in inappropriate use of the internet.	<ul style="list-style-type: none"> <li>To increase awareness and promotion of safety in cyberspace.</li> </ul>	2012 - 2014	Parents, staff, students.	Cost of the parental meetings for consultation. Cost of the Year 13 camp where internet awareness is a topic.	<ul style="list-style-type: none"> <li>Increased awareness of the power of the internet.</li> <li>Increased awareness of the damage the use of the internet can cause if used inappropriately</li> </ul>		
Our systems are regularly reviewed and revised .	<ul style="list-style-type: none"> <li>Promote consistency in the pastoral care and discipline of students.</li> </ul>	2012-2014	All staff	Support from ATWC for special programmes.	<ul style="list-style-type: none"> <li>Well organized, supportive and supported Pastoral Care systems.</li> </ul>		
Juniors have previously been given opportunities to lead.	<ul style="list-style-type: none"> <li>To provide increased leadership opportunities for junior students.</li> </ul>	2012-2014	All staff	Time in the timetable.	<ul style="list-style-type: none"> <li>All students see themselves as leaders and responsible for their own conduct and learning.</li> </ul>		



**Strategic Planning**

**Raise achievement of Maori students to above the National Average for Maori students at all Levels of NCEA**

<b>Actions</b>	<b>Expected outcomes</b>	<b>Year</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Outcomes</b>
Maintain NCEA Levels 1, 2 and 3 Te Reo. Support students who study Level 3 Te Reo through Correspondence School.	Students to achieve credits for Te Reo at NCEA Level 1 and Level 2.	2012-2014	TIC Maori	School Budget	
Active incorporation of culture, language and experiences of Maori students into classroom curriculum	Kapa Haka group established and maintained. Te Puawai programme continued. This is a Maori student achievement programme.	2012 -2014	TIC of Maori students Senior Management Team	Budget for TIC in charge of Maori.	
Maori students are clearly identified by all staff. Data pertaining to Maori students is carefully monitored.	A clear database is available and this is regularly monitored.	2012-2014	TIC of Maori students, all staff.		
Ensure that if students ask for instruction through Te Reo Maori that they are directed to the Correspondence school.	Students able to receive instruction in Te Reo Maori as a subject in year 11, 12. Any requests for instruction through Te Reo Maori will be directed to the Correspondence School.	2012 - 2014	TIC Maori	Correspondence School	

**Board of Trustees Chair:**

**Principal:**

## **GLOSSARY**

BOT	Board of Trustees
CSO	Catholic Schools' Office
DRS	Director of Religious Studies
HOD	Head of Department
ICT	Information & Communication Technology
KAMAR	Student Administrative System
MU	Management Unit of approximately \$4000.00 per annum
MMA	Middle Management Allowance
MOE	Ministry of Education
MSD	Ministry of Social Development
NCEA	National Certificate of Educational Achievement
RE	Religious Education
SCT	Specialist Classroom Teacher
SENCO	Special Education Needs Coordinator
TIC	Teacher in Charge