



## RONCALLI COLLEGE - STRATEGIC PLAN 2020 - 2022

### To Seek Truth and Peace - Kimihia te Pono me te Rangimarie

**MISSION:**"We will be empowered, enabled and inspired by our Catholic faith to achieve success and make a difference."

**OUR VISION:**

*A Roncalli Student is someone who uses Catholic values :*

- *to be CREATIVE- Te auaha*
- *to be COLLABORATIVE- Mahi tahi*
- *to be a CRITICAL THINKER- Whakaaro nui*
- *who C.A.R.E.S.*

**CREATIVE - Te auaha**

Looks to problem solve  
Asks 'what if'?  
Tries to be original and innovative  
Experiments and takes risks  
Is open minded  
Is a self starter and shows initiative

**COLLABORATIVE - Mahi tahi**

Listens objectively to others  
Challenges with empathy  
Independently investigates others' opinions and ideas  
Practises teamwork and cooperation

**CRITICAL THINKER- Whakaaro nui**

Equipped with a growth mindset  
Asks 'what if ?'  
Uses logic and reason  
Extrapolates forwards

**C.A.R.E.S.- Manaakitanga**

Christ centred *Wairua*  
Attitude *Rangatiratanga*  
Respect *Mauri*  
Effort *Whakamana*  
Self-management *Whakahaere*

<b>Priority 1- RESOURCING</b> <i>Rauemi</i>  <b>Create a safe, modern and adaptive physical learning environment that enables student success in a financially responsible and sustainable manner</b>	Goal 1 – Optimising College Resources
	Goal 2 - Create and maintain a safe and healthy spiritual, physical and emotional environment
<b>Priority 2- TEACHING AND LEARNING</b> <i>Te whakaako me te Ako</i>  <b>Create an engaging, responsive learning environment for all with the skills and values that allows each person to be successful in their chosen pathway</b>	Goal 3 - Maintain a modern learning environment that facilitates best practice
	Goal 4 - Develop and enhance a flexible and responsive learning environment that focuses on student engagement leading to success
	Goal 5 - Maintain a positive College culture that attracts, retains, and develops high quality personnel
	Goal 6 - A student centered curriculum that provides pathways and caters for individual needs and abilities
<b>Priority 3- SPECIAL CHARACTER</b> <i>Ahuatanga Motuhake</i>  <b>Engage and develop the Roncalli community in its faith experience; encouraging informed critical and confident ethical thinking, and lived commitment</b>	Goal 7 - Foster an ongoing culture of lived faith that nurtures the dignity of each person
	Goal 8 - Enhance community and strengthen broad College networks and partnerships.

Goal	What this will look like if achieved..
Goal 1 – Optimising College resources	Develop a long term plan for renovating and expanding existing facilities (5YPP) Maintain a well managed budgeting and reporting framework. Consult regularly with stakeholders to identify College needs and wants.

	<p>Investigate options to attract and develop new and sustainable revenue sources.          Develop a strong alumni network to support the College financially and to access pathways.</p>
<p><b>Goal 2 - Create a safe and healthy spiritual, physical and emotional environment</b></p>	<p>Students feel connected to, and empowered by staff at the College in trusting supportive relationships.          Students feel connected to and supported by their peers.          Students demonstrate independence and initiative in all settings.          Best practice H&amp;S systems that ensure staff and students are safe in all situations &amp; environments.          Compliance with all current legislative requirements (Eg. Health &amp; Safety, Vulnerable Children, Education Act, etc)</p>
<p><b>Goal 3 - Create a modern learning environment that demonstrates best practice</b></p>	<p>All students have ready access to modern learning tools          All students can use learning tools independently and responsibly, choosing appropriate time and function          Staff provide opportunities for students to use technology in relevant and contextual learning opportunities.          Students and staff show creativity and innovation in problem solving in a 21st century context.          Staff show consistency in the management and appropriate use of digital devices at the College.</p>
<p><b>Goal 4 - Develop a flexible, collaborative and responsive learning environment that focuses on student engagement leading to success</b></p>	<p>Students will show engagement by participating in a range of College activities.          The curriculum offered at Roncalli will be adaptive, flexible, relevant and responsive to student needs and wants.          Roncalli students will live up to community expectations as young people who demonstrate compassion, initiative, self motivation, resilience, collaboration and confidence in unfamiliar situations (these are linked to our vision and PB4L C.A.R.E.S. values).          Staff use information and data to plan and deliver programmes that are engaging and relevant.          Boys are engaged in their learning and encouraged to take risks to achieve their potential.          Maori and Pasifika students will be engaged in succeeding as Maori and Pasifika.          Students with special needs (including Gifted and Talented) will be provided with opportunities for support and challenge that helps them reach their potential.          Students and parents have access to meaningful information about student progress.</p>
<p><b>Goal 5 - To maintain a positive College culture that attracts, retains, and develops the best personnel available</b></p>	<p>A culture of continuous learning is embedded and demonstrated by all staff.          Appraisal system is structured around personal and professional development.          Staff feel supported in their well being and are supportive of others.          A holistic approach to staff professional learning and wellbeing exists and is linked to Kāhui Ako</p>

	<p>objectives.  A diverse, professional, supportive workforce is recruited, retained and developed that represents wider society and our special character community.</p>
<p><b>Goal 6 - Foster an ongoing culture of lived faith that nurtures the dignity of each person</b></p>	<p>Students and staff are presented with a range of opportunities to encounter Christ and develop a relationship with God.  Opportunities for service and leadership are offered that encourage a commitment of lived faith.  Students and staff express their faith and live their beliefs to reflect our Catholic identity.  A culture exists that values diversity creating an inclusive and safe environment.  A Religious Education programme exists that is engaging, challenging and relevant which caters for all learning needs.</p>
<p><b>Goal 7 -To foster community and strengthen/broaden College networks and partnerships.</b></p>	<p>Maintain and foster the relationship between Parish, College and contributing schools with common goals established.  Active and meaningful engagement with the Kāhui Ako.</p>

<p><b>Priority 1- RESOURCING</b></p> <p><b>Create a safe, modern and adaptive physical learning environment that facilitates student success in a financially sustainable manner (NAGS )</b></p>	<p><b>Goal 1 - Optimising College Resources</b></p>		
	<p>Action points: 2020</p>	<p>Action points:2021</p>	<p>Action points:2022</p>
	<ul style="list-style-type: none"> <li>● Review 5YPP plan and establish a timeline for the refurbishment and redevelopment of learning facilities utilising capital funding entitlement</li> <li>● Begin planning for redevelopment of Maguire Block to create a modern learning environment.</li> <li>● Finish the Roncalli College and Community Centre (car parking, landscaping, turf)</li> <li>● Furnish the Centre with appropriate equipment</li> <li>● Develop systems of internal and external use of the Centre</li> <li>● Commission an external consultant to devise a plan for the redevelopment of the College Quad to minimise vehicular access and enhance student experiences.</li> <li>● External independent review of network and digital resourcing to meet current and future needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Activate 5YPP (refurbishment plan) when money becomes available from Catholic Education Office.</li> <li>● Redevelopment of Maguire Block to create a modern learning environment.</li> <li>● Redevelop College Quad as a pedestrian and student friendly space</li> </ul>	<ul style="list-style-type: none"> <li>● Revise and review 5YPP</li> <li>● Begin planning and concept design for redevelopment of the College Hall in terms of a Performing Arts Centre.</li> <li>● Continue redevelopment of Maguire Block to create a modern learning environment.</li> </ul>
	<p><b>Goal 2 - Create a safe and healthy, physical and emotional environment</b></p>		
<ul style="list-style-type: none"> <li>● Continue to resource the Wellbeing Centre to be a primary source of support for student wellbeing needs (EWA, ASH)</li> <li>● Embed PB4L within school culture</li> <li>● Second year review of PB4L</li> <li>● Online systems of acknowledgement</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to resource the Wellbeing Centre to be a primary source of support for student wellbeing needs (EWA, ASH)</li> <li>● Formal review of Well-Being Centre</li> <li>● Third year review of PB4L</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to resource the Wellbeing Centre to be a primary source of support for student wellbeing needs (EWA, ASH)</li> <li>● Continue to implement and review PB4L. Plan to move to Tier 2 school.</li> </ul>	

	<p>and mechanisms for teaching values implemented.</p> <ul style="list-style-type: none"> <li>● Replacement of lockers in Yr 12 Common Room.</li> <li>● Complete installation of lockers in locker bay.</li> <li>● Investigate the N4L self service portal.</li> </ul>		
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<p><b><u>Priority 2-TEACHING AND LEARNING</u></b></p> <p><b>Create an engaging, responsive learning environment for all with the skills and values that allow them to be successful in their chosen pathway</b></p>	<p><b>Goal 3 - Maintain a modern learning environment that demonstrates best practice</b></p>		
	<p>Action points: 2020</p>	<p>Action points:2021</p>	<p>Action points:2022</p>
	<ul style="list-style-type: none"> <li>● Annual review of Network ICE document</li> <li>● Update and align our cyber safety technology agreements for staff and students with SchoolDocs (policy platform)</li> <li>● Implement College wide BYOD</li> <li>● Ensure that staff and students have access to best-practice and real world contextual software and programmes</li> <li>● Continue to explore digital assessment across all year levels</li> <li>● Maintain a staff wide professional learning focus on using the SAMR model in transforming teaching programmes</li> </ul>	<ul style="list-style-type: none"> <li>● Annual review of Network ICE document</li> <li>● Maintain a staff wide professional learning focus on using the SAMR model in transforming teaching programmes</li> <li>● Investigate more on-line learning opportunities for students.</li> </ul>	<ul style="list-style-type: none"> <li>● Annual review of Network ICE document</li> <li>● Continue to develop online learning opportunities for students</li> </ul>

**Goal 4 - Develop a flexible and responsive student centred learning environment and curriculum that focuses on student engagement leading to success**

2020

- Work with the Kāhui Ako to create consistency and coherence in student transition
- Review and revise the Pathways and Careers Strategy
- Continue to encourage Curriculum Leaders and their Learning Areas to look for opportunities for hybrid courses at NCEA Levels 1 and 2 (focus on RE at Level 1)
- Identify and decide priorities for within school Kāhui Ako roles and resource accordingly
- Continue consistent reporting processes at Years 9 and 10 that articulate progress against both curriculum levels and identified personal skills/values (MUSAC)
- Offer of Te reo/Māoritanga programme at Year 10
- Embed a programme of Te reo/Māoritanga programme at Year 9
- Review the SPEC programme and implement changes, where necessary, to cater for students of low ability toward achieving NCEA L1 in a practical way
- Implement NCEA Level 1 Engineering Programme
- Explore how we can work in partnership with ARA to offer more learning opportunities

2021

- Review and revise the Pathways and Careers Strategy
- Identify and decide priorities for within school Kāhui Ako roles and resource accordingly
- Embed reporting processes at Years 9 and 10 that articulates progress against both curriculum standards and skills/values
- Review the SPEC programme and implement changes, where necessary, to cater for students of low ability toward achieving NCEA L1 in a practical way
- Implement NCEA Level 2 Engineering Programme

2022

- Review and revise the Pathways and Careers Strategy
- Identify and decide priorities for within school Kāhui Ako roles and resource accordingly
- Review the SPEC programme and implement changes, where necessary, to cater for students of low ability toward achieving NCEA L1 in a practical way
- Implement NCEA Level 3 Engineering Programme

**Goal 5 - To maintain a positive College culture that attracts, retains, and develops the best personnel available**

2020

- Continue to profile and resource fixed term positions of responsibility for staff- Kāhui Ako, PB4L, Māori Culture, Deans
- Continue to resource and profile staff social activities to maintain positive staff culture
- Increase the number of student teachers hosted by the College across all learning areas
- Conduct early consultation and planning regarding staffing decisions so that effective decisions can be made in a timely manner.
- Explore a more effective method of collecting appraisal evidence that reinforces a ‘culture of browsing’, student voice and mentoring
- Continue to work with Aoraki Development to promote Timaru as a desirable place to live and work (eg. use their on-line video with promotional material, support young professionals’ group)

2021

- Continue a commitment to host student teachers across all learning areas
- Continue to resource and profile staff social activities
- Conduct early consultation and planning regarding staffing decisions so that effective decisions can be made in a timely manner.
- Establish an effective method of collecting appraisal evidence that reinforces a ‘culture of browsing’, student voice and mentoring (teacher as learner)
- Continue to work with Aoraki Development to promote Timaru as a desirable place to live and work (eg. use their on-line video with promotional material, support young professional’s group)

2022

- Continue a commitment to host student teachers across all learning areas
- Embed an effective method of collecting appraisal evidence that reinforces a ‘culture of browsing’, student voice and mentoring
- Continue to work with Aoraki Development to promote Timaru as a desirable place to live and work (eg. use their on-line video with promotional material, support young professional’s group)
- Continue to resource and profile staff social activities
- Conduct early consultation and planning regarding staffing decisions so that effective decisions can be made in a timely manner.



<p><b>Priority 3- SPECIAL CHARACTER</b></p> <p><b>To engage and grow people in their faith experience, encouraging critical and confident ethical thinking, and lived commitment</b></p>	<b>Goal 6 - Foster an ongoing culture of Faith that nurtures the dignity of each person</b>		
	2020	2021	2022
	<ul style="list-style-type: none"> <li>Review the management structure of Religious Education in terms of the DRS and special character to increase staff capability and ensure succession planning</li> <li>All students who indicate an expression of interest during enrolment undergo a faith enrichment programme with the opportunity to undertake sacraments of initiation</li> <li>Provide more service opportunities in the community that lead to student initiated activities (eg Young Vinnies, Loaves &amp; Fishes, Seafarers)</li> <li>Continue to strengthen links with Parish with ongoing Community Masses</li> <li>Carry out internal review for the Catholic Education Office with a particular focus on Encounter with Christ</li> </ul>	<ul style="list-style-type: none"> <li>All students who indicate an expression of interest during enrolment undergo a faith enrichment programme with opportunity leading to sacraments of initiation</li> <li>Provide further service opportunities in the community that lead to student initiated activities</li> <li>Carry out internal review for the Catholic Education Office with a particular focus on Growth in Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>The offer of the Sacramental Programme is incorporated into enrolment process</li> <li>Provide more service opportunities in the community that lead to student initiated activities.</li> <li>Carry out internal review for the Catholic Education Office with a Christian Witness</li> </ul>
	<b>Goal 7 -To foster community and strengthen/ broaden College networks and partnerships.</b>		
	2020	2021	2022
<ul style="list-style-type: none"> <li>Support Kāhui Ako positions to enable consultation and foster shared goals with contributing schools.</li> <li>Appoint Across School Kāhui Ako position</li> <li>Greater engagement with clergy</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop Past Pupil register</li> <li>Review and support Kāhui Ako positions to enable consultation and foster shared goals with contributing schools</li> <li>Greater engagement with clergy</li> </ul>	<ul style="list-style-type: none"> <li>Review and support Kāhui Ako positions to enable consultation and foster shared goals with contributing schools</li> <li>Have an up to date register of Past Pupils</li> <li>Greater engagement with clergy</li> </ul>	

	<ul style="list-style-type: none"><li>● Investigate a tracking mechanism for our leavers in terms of career pathways</li><li>● Investigate opportunities for the Wellbeing Centre to support contributing schools</li><li>● Continue to share well-being information and personnel with Kāhui Ako schools</li><li>● Explore the formation of an official Roncalli Alumni</li><li>● Continue to develop and maintain Past Pupil register; ensure that part of the leaving process is gaining their personal email details</li></ul>		
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## IMPLEMENTATION PLAN 2020

		Responsibility:
<p><b>Goal 1 - Optimising College Resources</b></p>	<ul style="list-style-type: none"> <li>● Review 5YPP plan and establish a timeline for the refurbishment and redevelopment of learning facilities utilising capital funding entitlement</li> <li>● Begin planning for redevelopment of Maguire Block to create a modern learning environment.               <ul style="list-style-type: none"> <li>○ Consult with College community</li> <li>○ Engage with professionals</li> <li>○ Liaise with Catholic Education Office</li> </ul> </li> <li>● Complete the Roncalli College and Community Centre               <ul style="list-style-type: none"> <li>○ Physical- carparking, landscaping, turf</li> <li>○ Systems and protocols of use</li> <li>○ Furnish the Centre with appropriate equipment through a budget process</li> <li>○ Liaise with Parish regarding official opening</li> </ul> </li> <li>● Commission external consultant to devise a plan for the redevelopment of the College Quad to minimise vehicular access and enhance student experiences.               <ul style="list-style-type: none"> <li>○ Vehicle access from Cain St</li> <li>○ Investigate changing current use of Quad</li> </ul> </li> <li>● External independent review of network and digital resourcing to meet current and future needs</li> </ul>	<p><b>SMT/ BOT</b></p> <p><b>SMT</b></p> <p><b>CKE/ BOT</b></p> <p><b>SMT</b></p> <p><b>CKE/ SMT</b></p>
<p><b>Goal 2 - Create a safe and healthy physical, spiritual and emotional environment</b></p>	<ul style="list-style-type: none"> <li>● Maintain College-wide positive behavioural programme (PB4L) centred on our core C.A.R.E.S values.               <ul style="list-style-type: none"> <li>○ Implement online acknowledgement and tracking system</li> </ul> </li> <li>● Continue development and resourcing of Wellbeing Centre and reinforce links with health providers in the Timaru Community (eg Police, ICAMS, Family Works, Adventure Development, YMCA, Truancy Services, etc)</li> <li>● Continue to train staff in the use of restorative practices when dealing with disciplinary matters (eg mediated conversations)</li> <li>● Install a further set of 200+ secure lockers with supporting security measures (camera/ sensor lighting)               <ul style="list-style-type: none"> <li>○ Science Block- redevelop common area to a more open, visible space for installation of more secure lockers</li> <li>○ Outside locker bay</li> <li>○ Review camera placement and relocate as required</li> </ul> </li> </ul>	<p><b>BCA and committee</b></p> <p><b>EWA, ASH</b></p> <p><b>EWA</b></p> <p><b>CKE</b></p>

	<ul style="list-style-type: none"> <li>● Investigate the N4L self service portal</li> <li>● Continue to support the Marist Network initiatives</li> <li>● Continue to explore opportunities for health education <ul style="list-style-type: none"> <li>○ Mates and Dates programme</li> <li>○ Loves Me Not programme</li> <li>○ Health section as part of RE</li> </ul> </li> </ul>	<p>SMT DRS EWA</p>
<p><b>Goal 3 - Create a modern learning environment that demonstrates best practice</b></p>	<ul style="list-style-type: none"> <li>● All students will have access to a laptop to support their learning <ul style="list-style-type: none"> <li>○ Clear expectations that a device of certain specifications is desirable</li> <li>○ Classroom teachers will investigate why students do not have access to device in their class and contact home</li> <li>○ A process will be implemented to cater for disadvantaged students ie Students will be identified, assessed and allocated a College device for the year using edgeLM</li> </ul> </li> <li>● Continuation of specific, targeted professional learning to meet the needs of staff and sharing of best practice and successes</li> <li>● Ensure staff and students have ongoing support within a digital environment</li> </ul>	<p>SMT</p> <p>SMT/SCT</p>
<p><b>Goal 4 - Develop a flexible and responsive learning environment that focuses on student engagement leading to success</b></p> <p>(Please refer to Appendix 2 for 2020 academic goals)</p>	<ul style="list-style-type: none"> <li>● Kāhui Ako Goals:(see document Kahui Ako 2020 Action Plan) <ul style="list-style-type: none"> <li>○ Build teacher and leadership capacity, including consistency of practice and developing a shared language of learning</li> <li>○ Strengthen transitions to ensure consistency in expectations between early childhood, primary and secondary school</li> <li>○ Develop a shared learning platform to enable collaboration and the sharing of information between students, parents, whanau and teachers</li> <li>○ Enhance community engagement and partnership between parish, church, boards, students, whanau, parents and iwi</li> </ul> </li> <li>● Work with our Kāhui Ako schools to share resourcing and best practice</li> <li>● Implement an Engineering programme at NCEA Level 1</li> <li>● Implement a Digital Technology course in Year 9 and 10 that links with the new digital curriculum</li> <li>● Continue with providing a SPEC programme to assist low ability senior students achieve Level 1 NCEA in a practical/contextual way</li> <li>● Offer Te Kura and other online sources of learning to cater for and extend students</li> <li>● Continue to offer life skill/leadership opportunities through MYL and MYN</li> <li>● Create a refined user friendly and easily accessible system using EDGE and google suite that ensures learning and development plans are up to date and living documents through SENCO for students with particular needs</li> </ul>	<p>KCO</p> <p>KCO/SMT</p> <p>KCO &amp; Within school COL teachers MPR MPR/ GSU</p> <p>AHO</p> <p>BLE CCO AHO/BLE</p>

	<ul style="list-style-type: none"> <li>○ Profile to staff regularly for updates</li> <li>● Offer Māori Language via Te Kura to students</li> <li>● Incorporate te reo Māori and Māoritanga at Year 9 and offer at Year 10</li> <li>● Curriculum Leaders to identify, publish and promote enrichment opportunities for students</li> </ul>	<p><b>BLE</b> <b>AHO/ BLE</b> <b>AHO</b> <b>BLE/ CCO</b></p>
<p><b>Goal 5 - To maintain a positive College culture that attracts, retains, and develops the best personnel available</b></p>	<ul style="list-style-type: none"> <li>● Staff will model and lead PB4L initiatives, reflecting school values to students</li> <li>● Continue to create opportunities for staff to undertake roles of responsibility (eg Kāhui Ako, appraisal process, Deaning)</li> <li>● Encourage and resource professional development opportunities for all staff</li> <li>● Support staff wide Special Character opportunities for professional development</li> <li>● Encourage links and share best-practice with our Kāhui Ako partner schools</li> <li>● Support staff social initiatives</li> </ul>	<p><b>PB4L Committee</b> <b>SMT</b></p> <p><b>SMT</b> <b>DRS</b> <b>KCO</b> <b>SMT</b></p>
<p><b>Goal 6 - Foster an ongoing culture of faith that nurtures the dignity of each person</b></p>	<ul style="list-style-type: none"> <li>● Regular staff Liturgies to foster sense of Catholic Community and collegiality</li> <li>● Roncalli College to support Community Masses at St Thomas' and build relationship with parish</li> <li>● Offer retreats at each year level</li> <li>● Engage the Marist Team to facilitate and run workshops with our students</li> <li>● Mentor, resource and support our Special Character leaders</li> <li>● Investigate the potential for a Kāhui Ako wide/shared approach to sacramental programme</li> </ul>	<p><b>DRS</b> <b>DRS</b></p> <p><b>DRS</b> <b>DRS/CCO</b> <b>CCO</b> <b>DRS/Deans</b> <b>KCO/ DRS</b></p>
<p><b>Goal 7 - Foster community and strengthen broad College networks and partnerships.</b></p>	<ul style="list-style-type: none"> <li>● Continue to use the College website and Facebook as a means of maintaining contact with alumni</li> <li>● Continue to update and maintain a database of alumni</li> <li>● Continue to track Year 12/13 leavers with regards to their destination data and personal email details</li> <li>● Offer opportunities for service within the community (eg Young Vinnies, collection for charities, Caritas, Orchid Giving etc)</li> </ul>	<p><b>RST/CKE</b></p> <p><b>LHE</b></p> <p><b>DRS</b></p>

# Appendix 1

## Roncalli College 2020 Academic Focii

### Focus 1:

**Investigate a variety of tools to assist with tracking student progress in the junior school**

Rationale: It has been identified in our Kāhui Ako that there is some inconsistency and lack of understanding when applying accurate curriculum levels to students in years 9 and 10. In response, we engaged in a contract for PLD with our Maths teachers to use the PACT tool which is designed to help accurately determine curriculum levels in 2019. Our intention is to continue with PACT in 2020 and investigate other tools, for example e-aSStle.

### Focus 2:

**In 2020 we will be actively seeking ways to improve in-class engagement of boys in Years 9 and 10.**

Rationale: Pastoral data and awarding of Principal Awards indicate a lack of engagement of boys. Classroom teachers and Curriculum Leaders will work together to implement strategies that engage boys and acknowledge through PB4L processes. This will be reflected through Pastoral data, Principal and Academic Awards, and learning reports. Monitoring feedback from PB4L will be another source.

### Focus 3:

**In 2020 we will focus on improving the number of students who gain a Level Two NCEA Excellence endorsement, compared to the number of Level One Excellence endorsements the same students gained in 2019.**

Rationale: In 2019, 6.7% of our Year 11 students gained a Level One NCEA Excellence endorsement, compared to 20% nationwide. Data from past years indicates that the gap between a cohort's results and the national average remains the same through levels one, two and three. The Academic Dean will work with the Academic Committee to investigate why our Excellence endorsement rate was so low in Level One last year and to create strategies that may improve our Level Two Excellence endorsement rate in 2020.

## Appendix 2

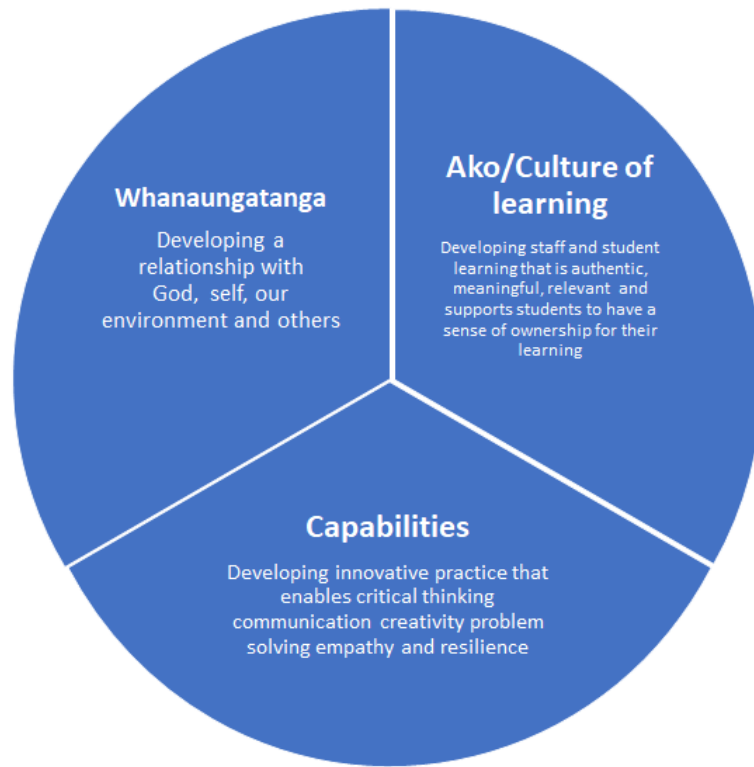
### Roncalli College Kahui Ako Vision Statement 2020

To collaborate for success within the South Canterbury Catholic Community of Learning by providing high quality Catholic Education for our students.

Ecclesiastes 4:9-12 “Two are better off than one, because together they can work more effectively. If one of them falls down, the other can help him up.”

### Roncalli College and Kahui Ako Cornerstones





## Whanaungatanga

Developing a relationship with God, self, our environment and others

## Ako (Culture of Learning)

Developing staff and student learning that is authentic, meaningful, relevant and supports students to have a sense of ownership for their learning

## Capabilities

Developing innovative practice that enables critical thinking communication creativity problem solving empathy and resilience



# Process and Pedagogy

Supporting staff with professional learning to develop our cornerstones by

- Supporting staff with professional learning by coaching and mentoring staff to achieve the goals/ cornerstones of the Kahui Ako (Whanaungatanga, Ako -Culture of Learning and Capabilities) and strengthen teachers inquiry into best teaching and learning practice
- Developing professional learning groups to support the cornerstones of the Kahui Ako
- Activating and developing connections between the Kahui Ako cornerstones and the goals of the Roncalli College

## Whanaungatanga:

- Developing and strengthening a relationship with God, self, our environment and others
- PLD- RE Diploma Paper TH105 - What Catholics believe 9 April & 29th May teacher Only days (all primary teachers and Roncalli teachers who it is appropriate for)

## Ako (Culture of Learning)

Ensuring that all staff and students engage in learning that is authentic, meaningful, relevant and supports students to have a sense of ownership for their learning. For example staff PLD- “James Nottingham Visible Learning, Progress and Feedback”

- All within school teachers and middle leaders will attend this PLD and share with teachers in each school. This will support classroom teachers as they inquire into the culture of learning within their classrooms

## Capabilities

Focus 2020 Innovation

- Professional learning and development in 2020 to focus on the capability of innovation
- PLD- Technology: Implementation of Digital Technology Strand across the Kahui Ako
- Explore the “I am Capable” example, as a way to recognise and build on students' strengths and to develop innovative practices that enable and build critical thinking, communication, creativity, problem solving, empathy and resilience
- Explore the “I am Capable” example as a way to recognise and build on staff strengths and develop innovative practice that enables staff to think critically and build on their professional knowledge and skills

PLD- Technology: Implementation of Digital Technology Strand 2020

Term 1 :Facilitator face to face time-Released to work with facilitator

Year 1-3 teachers- 3 hours

Year 4-8 teacher- 3 hours

Year 9-10 teachers- 3hours

Year 11-13- 3 hours

Principal's and Lead teachers- 3 hours

=15 hours

Term 2-3

Working with teachers & observing in classes- 1- 2 days per school per term = 50 hours x2 =100 hours

Lead Teachers released to work with facilitator- 5 hours per term

=110 hours

Term 4

Principal's and Lead teachers released to work with facilitator- 5 hours

Visit to each school and meeting with teachers- 5 schools - 2 hours per school= 10 hours

=15 hours

## Linking the cornerstones to NELPs and Curriculum and Progress

### Whanaungatanga

Learners at the centre—learners with their whānau are at the centre of education

- Wellbeing is fundamentally entwined with learning.
- Every learner/ākonga and their family and whānau should be free from all forms of bullying, racism and harassment.
- The voice of learners/ākonga, whānau, families and their communities should be sought out and listened to (NELP)

That is at Roncalli College and as a Kahui Ako we value each learner's identity, language and culture, their strengths and aspirations, and those of their whānau.  
(Curriculum, Progress and Achievement)

## Ako / Culture of learning

Quality teaching and leadership-quality teaching and leadership make the difference for learners and their whānau

- We need diverse, highly skilled and motivated teachers/kaiako to adopt the practices that make the most positive difference for learners/ākonga (NELP)

High levels of trust allow information about student progress to be used and shared with confidence across the Kahui Ako (e.g' PaCT data) ( Curriculum, Progress and Achievement), Transition meetings, Year level transition meetings.

## Capabilities

Future of learning and work learning that is relevant to the lives of New Zealanders today and throughout their lives

- Learners/ākonga need access to education that enables them to meet the changing opportunities and challenges of the future of work. Citizenship, pathways to employment, and lifelong learning are important parts of this. (NELP)