



Strategic and Annual Plan for Villa Maria College

2023 - 25

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	



Villa Maria College: 2023 - 25

Introductory Section - Strategic Intentions


Mission Statement	Empowering each young woman to determine her potential, live Gospel values, confidently embrace life-long learning and as a Mercy woman be inspired to make a difference.
Vision	To do the ordinary things extraordinarily well.
Values	Our key Mercy values are: Manaakitanga – Hospitality Whakaute – Respect Tika - Justice
Principles	Villa Maria College is committed to: Fulfilling all the requirements set out in the National Education Goals Administering the College according to the National Administration Guidelines Delivering the curriculum to all students in a balanced programme as outlined in the National Curriculum, and within the particular curriculum at Villa Maria College.
Māori Dimension and Cultural Diversity	Villa Maria College has a commitment to its bicultural partnership with Māori, partnering in particular with the Māori Catholic community and linking to Tuahiwi. Our Mercy charism reminds us of the invitation by Wahine Maori for Wahine Tapu to come and work with their children. Tikanga Mercy requires us to enter into Treaty partnership. All teachers are committed to ensuring they are working towards meeting the requirements of the PTCs and Tātaiako. As a College we are committed to enabling students to access Te Reo Māori, and all Year 9 students have the opportunity for Noho Marae experience as well as a Te Ao module. We also recognise our Pasifika community as a particular focus, and we work to support Pasifika groups to ensure they are able to succeed and express their own cultural values at Villa Maria College. We recognise the growing group of Filipino students within our College and Catholic community. We seek to develop internationally focussed students through our engagement in international education.
Special Character	We are a Catholic school with a Mercy charism. This special character is at the core of all we do. In 2019 our external special character review report found the Catholic Special Character of this College is first and foremost in all activities, with Mercy and Catholic values well embedded and lived. Villa Maria College is an active faith community, who seek to enable our community to encounter Jesus Christ through College life and work. The College aims to offer spiritual formation and pastoral care in the tradition of Catherine McAuley and the Ngā Whaea Atawhai o Aotearoa Sisters of Mercy NZ. The service ethos aims to develop in students a greater awareness of the needs of others, and the ability to analyse why these needs are present. Care of the earth and care for the poor drive service initiatives.




Villa Maria College: 2023 – 25

Introductory Section - Baseline Data or School Context

Students' Learning	<p>Student learning is easiest to quantify at senior levels with success in external qualifications. Recent focus on better tracking of 'at risk' students has enabled us to improve student achievement in qualifications and lift endorsement levels. The impact of the pandemic has been evident in student motivation and resilience. Junior learning has been measured against curriculum levels including sub levels, with reporting against these. Comparison over time shows improvements for junior students also.</p> <p>Areas of focus for us include the impact of reduced engagement in reading and impacts on writing, as well as numeracy and scientific thinking. Increasing issues with our student intake having lower levels in all areas.</p>
Whanaungatanga	<p>Our community shares the nationwide concern regarding mental health and the need to improve self-efficacy and improve whanaungatanga, hauora and engagement for our students. The Board have invested in additional Guidance Counselling staffing to support students experiencing mental health challenges, including a psychologist within the team. Our focus on pastoral care systems works with a vertical structure in Houses to ensure students sense of connection and belonging within this whānau style structure. We continue to upskill staff in providing for the best possible pastoral support for all students. Increasing complexity in the situations we have been dealing with for individual students.</p>
Community and Environment	<p>Property – provision of high-quality teaching and learning spaces as well as excellent recreational areas for students and staff.</p> <p>Work with the Kahui Ako in its restructured form to ensure benefits to learners. Maintain connections across the Catholic community as we work together to develop rangatahi committed to following Christ.</p>
Community Consultation	<p>Community consultation occurs regularly, and the Board reflects on all feedback gathered. We have consulted the community on a range of areas, with extensive consultation following key events. We gather student voice through Wellbeing@School, and our own regular surveys.</p>


	<h2>Villa Maria College Strategic Plan: 2023-25</h2>
	<p>Strategic Goal: <i>To improve student, staff, whānau, iwi and community engagement.</i></p>
	<p>Strategic Objectives: 2023 – 2025:</p>
<p>Special Character</p>	<p>Enable students and staff to build a Catholic community that lives the gospel values. Atawhai Mai Atawhai Atu – Mercy received, Mercy given.</p> <ul style="list-style-type: none"> • Development of Mercy whakawhanaungatanga (building connections) throughout the College and wider community. • Embedding our role as kaitiaki of Corfe St. • Develop a sustainable model for supporting our sister school Takuilau College.
<p>Students' Learning</p>	<p>Provide a robust and future focussed academic programme, that engages all learners to strive for personal excellence.</p> <ul style="list-style-type: none"> • Developing a cohesive and holistic junior curriculum and investigating opportunities for cross curricular collaboration. • Continuing preparation for NCEA realignment • Develop our programme for Year 11 in 2024. • Ensuring student literacy and numeracy underpins teaching to prepare them for life-long learning and functioning.
<p>Whanaungatanga</p>	<p>To enhance connections and relationships in the Villa Maria College community that promote engagement.</p> <ul style="list-style-type: none"> • Enhance the sense of belonging within the College community. • Connection is promoted through the kaiako/ākonga relationship, including goal setting, Mātauranga Māori, tracking, and kaiako knowledge of who ākonga are, in the wider context of College and home. • Foster a safe, inclusive, and restorative environment where students have the confidence to be themselves, are engaged with their learning and connected to the College.

	<h2>Villa Maria College Annual Plan and Report for 2023: Special Character</h2>
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Domain	Special Character
Strategic Goal	<i>To improve student, staff, whānau, iwi and community engagement.</i>
Strategic Objective	Enable students and staff to build a Catholic community that lives the gospel values. Atawhai Mai Atawhai Atu – Mercy received, Mercy given.
Annual Goals	<ul style="list-style-type: none"> • Development of Mercy whakawhanaungatanga (building connections) throughout the College and wider community. • Embedding our role as kaitiaki of Corfe St. • Develop a sustainable model for supporting our sister school Takuilau College.
Baseline data	<ul style="list-style-type: none"> • SVA, in 2022, 149 active volunteers, with 172 sign up through the year. 3515 hours were logged. This does not reflect all service hours but gives an indication. 3 students were recognised for more than 500 hours of service. • Corfe St project continued with 2 planting days, spring and autumn, weeding and maintenance completed. • Sacramental programme in 2022 had 11 baptisms, 1 entered Catholic church, 18 HC, 23 confirmed.

Objectives	Actions	Responsibility	Resources	Evidence	Completion
Whakawhanaungatanga	<p>Peer to Peer ministry, training of students in Term 1, working alongside NET team.</p> <p>Sacramental programme.</p> <ul style="list-style-type: none"> • Intermediate classes are timetabled into a period per week of sacramental catechesis. • Yr 9 programme will stream students into programmes to cater for their sacramental development from term 2 onwards. • Independent programme operating for older students. • Greater outreach to parents and parishes to improve/foster relationships. Formation nights for families. 	<p>PBT, TNE</p> <p>PBT ACA</p>	Increased Chaplain hours.	<p>Students will be confident to lead and support Encounter Days.</p> <p>Increased understanding and engagement of students with our Catholic special character.</p> <p>Involvement and understanding of liturgical practices increased.</p>	

Kaitiakitanga Corfe St	Continue the planting developments of Corfe St, extending our zone of operations (planting and maintenance).			Improved health of the river, as measured in the science classes.	
	Continue to work alongside Drinkable Rivers, CCC and Terra Nova to make better use of our resources.			Increased knowledge of environment and skills with gardening and cultivation.	
	Complete native plant propagation area in the college gardens. Re-establish the sustainability group under a new moniker – Environmental Action Group			Development of this garden.	
Sustainable model for supporting Takuilau College	Implementation of a student work day for the whole school.	SLT		Student work day and finances provided	

	<h2>Villa Maria College Annual Plan and Report for 2023: Student Learning</h2>
Domain	Student Learning
Strategic Goal	<i>To improve student, staff, whānau, iwi and community engagement.</i>
Strategic Objectives	Provide a robust and future focussed academic programme, that engages all learners to strive for personal excellence. <ul style="list-style-type: none"> • Developing a cohesive and holistic junior curriculum and investigating opportunities for cross curricular collaboration. • Improving preparedness for NCEA realignment

	<ul style="list-style-type: none"> • Develop our programme for Year 11 in 2024. • Ensuring student literacy and numeracy underpins teaching to prepare them for life-long learning and functioning.
Annual Goal	<ul style="list-style-type: none"> • Provide a robust and future focussed academic programme, that engages all learners to strive for personal excellence. • Developing a cohesive and holistic junior curriculum and investigating opportunities for cross curricular collaboration. • Continuing preparation for NCEA realignment • Develop our programme for Year 11 in 2024. • Ensuring student literacy and numeracy underpins teaching to prepare them for life-long learning and functioning.
Baseline data	<ul style="list-style-type: none"> • Observations • HOF Hui/feedback • Staff PAC (Professional analysis conversations) • Whanau and ākonga voice

Objectives	Actions	Responsibility	Resources	Evidence	Completion
Provide a robust, inclusive and future focussed academic programme, that engages all learners to strive for personal excellence.	Develop a flexible, future-focussed teaching and learning plan which can be responsive to the needs of diverse ākonga and our local context and circumstances	SKI HOFs		Assessment Procedures reviewed Junior Curriculum philosophy developed	Ongoing
	Monitor ākonga participation and progress to support ākonga achievement of key targets	SKI HOFs HOHs		Tracking of students, and intervention to support	
	Ensure teaching practices support the development of capacities which align with the strategic direction	SKI SLT HOFs COL WSL		HOF/peer observation of staff and embedding of shared practices via Professional Analysis Conversations, deprivatising practice and embedding of the revised Professional Growth Cycle	
	Work to engage whānau in opportunities to discuss rangatahi progress and current changes to the Junior Curriculum and the place of NCEA Level One in Year 11, 2024	SKI All teachers		Whanau meetings	Term Three

	Increased agency by faculties of professional learning that has impact on classroom practice	HOF SKI All staff		<ul style="list-style-type: none"> • Maturanga Maori is incorporated into Unit plans in the Junior kura • AFL practices are evident in classrooms during visits and observations • Collaborative and cross curricular trials in Junior College are run and have positive impact measured 	Ongoing until 2025
•	Shift to Hui as Learning focussed rather than administration				
	Kaiako attend the Secondary Teacher Only Days Accord on realignment (24 April and tbc)	SKI HOFs All Staff		Staff are able to articulate their next steps in learning or design with regard to the curriculum realignment, Maturanga Māori, engagement and AFL practices	2023
	Faculties design Year 11 programmes for 2024	SKI HOFs		Cohesive future focussed programme for Year 11 shared with whānau and staff	End of Term Three, 2023

Meeting change with positivity	Design a cohesive and holistic junior curriculum and investigating opportunities for cross curricular collaboration.	SKI MBA HOFs JCC COL Leaders All teachers		<p>Consultation of stakeholders around Junior Curriculum. Junior Curriculum Review and pedagogical development and continued mahi of the Junior Curriculum Review</p> <p>T3 Development of a structure, timetable and philosophy for the Junior Curriculum in the future.</p> <p>Integration of a finalised Mercy woman graduate profile into Junior Curriculum planning.</p> <p>Pillars of the curriculum are integrated into units of work in Junior College</p> <p>Notify stakeholders of junior curriculum developments for 2023</p>	Term One- Term Three
	Continued attendance at Community of Practice Ōtautahi change leaders network to support the review of junior curriculum, and to ensure wider strengthening of curriculum, progress and achievement practice	SKI MBA HOFs	Using the last of our PLD funding through	HOF Hui each term to check on progress of Faculty Professional Learning	Each Term

			Core (22 hours only)	Term monitoring and evaluation to determine, 'where to next?'	
	Broadening of assessment for learning and differentiation to Faculties to target teaching practice around AFL and differentiation, to meet the needs of diverse learners	MBA SKI SKI HOFs		HOF Hui each term to check on progress of PLD AFL and differentiation End of Term monitoring and evaluation to determine, 'where to next?'	Terms Two and Three
	Continuing preparation for NCEA realignment <ul style="list-style-type: none"> Continued engagement with the curriculum refresh 	SKI HOFs All Teachers		Staff are able to articulate how assessment is changing and what they are doing to design future assessments which are relevant, authentic and reflect our local context Staff are beginning to show familiarity with Te Mātaiaho: The Curriculum Framework, it's design and implications in their learning areas	
Ensuring every ākonga sees themselves in our curriculum	Development of mana ōrite and mātauranga Māori plan and evaluation and review of next steps <ul style="list-style-type: none"> Increase Māori language ability in staff, rangatahi and community Increase and improved connections with Māori hāpori / whānau Increase Māori culture in school identity 	WPI APA SKI All staff		Kōmiti meets regularly and establishes some activities and support for the kura Cultural narrative is constructed	
	Further focus on creating opportunities to raise cultural capital through increased cultural responsiveness	WPI APA SKI		<ul style="list-style-type: none"> Māori history trip 	Terms Two and Three

				<ul style="list-style-type: none"> • Cultural walk through Ōtautahi • Noho marae for SLT/HOF to explore the cultural narrative 	
Ensuring student literacy and numeracy underpins teaching to prepare them for life-long learning and functioning	Involvement in the two pilots for the Literacy and Numeracy Standards at Villa Maria College	SKI LTR ZRO HOFs All teaching staff		Ākonga who are assessment ready are involved in the two pilots	Term Two, Term Four, 2023
	Build kaiako capacity for teaching literacy and numeracy skills across the curriculum	SKI LTR ZRO HOFs All teaching staff		Staff are familiar with the Literacy, Communication and Numeracy Strategies and Common Practice Models ¹	Term Two, Term Four, 2023



Villa Maria College Annual Plan and Report for 2023: Whanaungatanga

¹ https://assets.education.govt.nz/public/Documents/Ministry/Changes-in-education/ELS-0778-Maths-and-Literacy-Strategies-Doc_web.pdf
<https://assets.education.govt.nz/public/Documents/our-work/Literacy-and-Communication-and-Maths-Strategy/Literacy-Communication-and-Maths-Action-Plans.pdf>
<https://assets.education.govt.nz/public/Documents/Curriculum/cpm/Phase-1-Common-Practice-Model-March-2023.pdf>

Domain	Whanaungatanga
Strategic Goal	<i>To improve student, staff, whānau, iwi and community engagement.</i>
Strategic Objectives	<p>To enhance connections and relationships in the Villa Maria College community that promote engagement.</p> <ul style="list-style-type: none"> • Enhance the sense of belonging within the College community. • Connection is promoted through the kaiako/ākonga relationship, including goal setting, Mātauranga Māori, tracking, and kaiako knowledge of who ākonga are, in the wider context of College and home. • Foster a safe, inclusive, and restorative environment where students have the confidence to be themselves, are engaged with their learning and connected to the College.
Annual Goal	<p>Enhance the sense of belonging within the Villa Maria College Community</p> <ul style="list-style-type: none"> • To put initiatives in place so that ākonga feel that they belong and are connected to the Villa Maria Community. A strong connection and sense of belonging will enhance engagement.
Baseline data	<p>Data has been provided from the 2022 Ako survey, responses were provided by 500 ākonga, which is more than those who participated in the 2021 Ako survey. This remains only 62% of students responding. 4 Ako groups had fewer than 5 ākonga answer the survey, so the results for these groups are a snapshot and not necessarily indicative of the whole Ako group.</p> <p>The data that was collected in the 2022 survey indicates that the majority of Ako groups are working well and that ākonga feel comfortable to approach their Ako Kaiako and feel that they are part of their group. For the students who do not have this relationship with their Kaiako, most do with the Head of House. Many do feel connected and supported by their peers.</p> <p>Wellbeing@School identified positive culture generally, but persistent concerns around the same areas. Areas for attention across all levels and groups were school wide climate and practices and pro-social student culture and strategies with specific areas for focus; ākonga voice, Kaiako interest in culture and family, students being treated fairly and inclusion and bystander behaviour. For 2023 we will focus on further developing opportunities for student voice, and inclusion and upstander behaviour.</p> <p>To further develop the connections that are being fostered successfully in the majority of Ako, the goal for 2022-2024 will focus on Whanaungatanga (relationships, inclusion, and connections) to wider aspects of the College, including Ako, culture, sport and service opportunities. Measures of connection and engagement baseline data will come from the Wellbeing Survey, student focus group, Fono and Hui Whanau attendance. It could also be supported by data from Ako conferences.</p>

Objectives	Actions	Responsibility	Resources	Evidence	Completion
	Ako Kaiako making time to know their ākonga, in the wider context of College and home, in order to develop holistic and authentic goals. Kaiako recognise	Ako Kaiako/ MHD/HOH		Kaiako and ākonga find meaningful ways to connect. Data from Ako	Term 1, with goals revisited

	<p>the impact of the actions that influenced improved outcomes and engagement for the students in their Ako.</p> <p>Ako survey data reviewed and shared with Kaiako.</p> <p>Wellbeing@School - This survey focuses on students in year 7-13. Comparison of 2021 and 2022 data. Run again in Term 3.</p> <p>Meet with parents and whānau of our Māori and Pasifika students to provide information and design initiatives with ākonga, parents and whānau to raise engagement and achievement.</p> <p>Establishment of a Pasifika Lead Team to review and implement the Action Plan for Pasifika Students, focussing on improving self-efficacy, engagement, attendance and academic outcomes</p> <p>Year 9 Core Class 'Living Document' developed and trialled with a focus on tracking pastoral and learning behaviour needs. Core class staff can contribute to the document at any time. HoH will analyse and call meetings once a term to discuss observations and concerns with a collective solution focus.</p>	<p>KLu/MCa</p> <p>MCA, SKI, WPI, APA, TGI</p> <p>MCA, APA, TGI, Joseph Houghton-Principal Advisor</p> <p>MCA, SKI, HoH</p>	<p>Funding for manaakitanga at Fono and Whānau Hui and Fia Fia night</p> <p>Funding for Polyfest tutors</p>	<p>survey will be collected and used to guide any changes for future use.</p> <p>Track parent and Whānau attendance at Fono and Whānau Hui. Engage in authentic dialogue around best practice to raise engagement and achievement for our ākonga - keep minutes, survey parents/caregivers and Whānau.</p> <p>Improved attendance data and equity in STEM subjects.</p> <p>Accurate monitoring of barriers to student success and effective solutions delivered through sharing best practice.</p>	<p>throughout the year.</p> <p>One per Term</p> <p>One per term</p>
<p>Foster a safe, inclusive, and restorative environment where students have the confidence to be themselves, are engaged with their learning and connected to the College.</p>	<p>Establishment of a Level 1-3 Fragility Scale to ensure safe sharing of concerns for those most at risk pastorally.</p> <p>Waiora (wellbeing of the individual and whole family) Lead Team established to apply a holistic approach to our most at risk students. This involves a meeting of wider pastoral network once a month to review FS ratings, and collectively provide actions plans to best support and manage students' needs. WLT is comprised of the Heads of House, the counselling</p>	<p>MCA/ HOHs, Counselling team.</p> <p>MCA, HoH, Counselling Team, VWo, JCH, BMO, AAV.</p>		<p>Management and support of high needs students including attendance, health and wellbeing, learning and achievement and transitional pathways.</p>	<p>Term 1 - 4</p>

	<p>team, staff member overseeing attendance, Careers, Gateway Co-ordinator and Learning Support, led by DP Pastoral.</p> <p>The College's Behaviour Management System to be reviewed and 're-branded' as a Learning Culture Plan with a focus on establishing a positive learning culture and a safe learning environment in classrooms.</p> <p>Professional Development in Restorative Practice for all staff. All Heads of House are familiar and confident in Restorative Practices for facilitating meetings.</p>	<p>MCA</p> <p>MCA, HoH</p>	<p>Time during TOD Restorative Schools, appropriate speaker sourced. www.restorative.schools.org.nz</p>	<p>Fewer student referrals out of class as the class culture continues to develop as one of respect, rigour, individual commitment to learning and supporting the learning of others.</p> <p>Heads of House and a small but diverse group of teachers and students used as focus groups to evaluate restorative practice.</p>	<p>Term 2 PD</p> <p>Term 4 Evaluation</p>
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