

# VILLA MARIA COLLEGE STRATEGIC PLAN: 2024-25



Strategic Vision: To engage student, staff, whānau, iwi and community in learning focused relationships.

Strategic Objectives: 2024-25

## Special Character

Enable students and staff to build a Catholic community that lives the gospel values.

Atawhai Mai Atawhai Atu – Mercy received, Mercy given and lives our commitment to Te Tiriti o Waitangi in our practice.

- Development of Mercy whakawhanaungatanga (building connections) throughout the College and wider community.
- Ensure that our College lives its commitment to Te Tiriti o Waitangi in our practices. NELP 3 Priority 5
- Developing the students' commitment to making a difference in the College and wider community through service and leadership. NELP 4 priority 7

## Students' Learning

Provide a robust and future focussed academic programme, that engages all learners to strive for personal excellence

- Developing a flexible, future-focused teaching and learning programmes for Years 7 - 11, which are responsive to the needs of all ākonga, the local context and circumstances. NELP 2 Priority 4
- Monitoring student achievement, agency, and engagement data to measure the impact of the reviewed learning programmes, NELP 3 Priority 6
- Targeted professional learning to build capacity in learning design, assessment for learning, cultural competencies, and for teaching literacy and numeracy skills. NELP 3 Priority 6

## Whanaungatanga

To enhance connections and relationships in the Villa Maria College community that promote attendance and engagement.

- Enhance the sense of belonging within the College community and endeavour to raise attendance to above 90% across all cohorts. NELP2 Priority 3
- 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. NELP 1 Priority 2
- Foster a safe, inclusive, and restorative environment where students have the confidence to be themselves, are engaged with their learning and show consideration to others before self. NELP 1 Priority 1

# VILLA MARIA COLLEGE STRATEGIC PLAN: 2024-25



## Special Character

<b>Strategic Goal</b>	<b>To improve student, staff, whānau, iwi and community engagement.</b>
<b>Strategic Objective</b>	<ul style="list-style-type: none"> <li>• Enable students and staff to build a Catholic community that lives the Gospel values. Atawhai Mai Atawhai Atu – Mercy received, Mercy given.</li> </ul>
<b>Annual Goals</b>	<ul style="list-style-type: none"> <li>• Development of Mercy whakawhanaungatanga (building connections) throughout the College and wider community.</li> <li>• Ensure that our College lives its commitment to Te Tiriti o Waitangi in our practices. NELP 3 Priority 5</li> <li>• Developing the students' commitment to making a difference in the College and wider community through service and leadership.</li> </ul>
<b>Baseline Data</b>	<ul style="list-style-type: none"> <li>• SVA, in 2023: 174 active volunteers, with 139 sign ups through the year. 7111 hours were logged (up from 3515 the previous year). This does not reflect all service hours but gives an indication. 6 students were recognised for more than 500 hours of service (up from 3 in the previous year).</li> <li>• Corfe St project floundered as communication was lost between partnership organisations (Drinkable Rivers and CCC).</li> <li>• Sacramental programme in 2023 had 12 baptisms, 12 HC, 43 confirmed.</li> </ul>

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## Special Character

Objectives	Actions	Responsibility	Resources	Evidence	Completion
<b>Whakawhanaungatanga</b>	<p>Continue to build on the community events already established (year level masses and manaakitanga provision for whānau).</p> <p>Review of Forming Faith Together to enable greater participation and engagement.</p>	SLT/Chaplain/ Service Team		Increased participation and engagement on previous years' attendance from whānau and caregivers.	
<b>Te Tiriti o Waitangi</b>	<p>Refocus for staff on Whakawhanaungatanga instead of 'briefing' and continue to build staff capacity to lead Mihi, Inoi/Karakia, Waiata and connect this with broader staff prayer.</p>	TNE and all HOFs	Shared resources for leadership of this time.		
	<p>Increase use of Te Reo in liturgical celebrations.</p>	Chaplain/ Priests	Missal to assist with correct versions of prayers		
<b>Commitment to service and leadership</b>	<p>Expand service to include closer work with feeder primary schools and also enable a wider range of year groups to participate in advertised service opportunities.</p>	TNE	Teams/Assemblies/RED Faculty	Increased service hours (especially for year 11 and below), students working with primary schools.	

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## Student Learning

<b>Strategic Goal</b>	<b>To improve student, staff, whānau, iwi and community engagement.</b>
<b>Strategic Objective</b>	<ul style="list-style-type: none"><li>• Provide a robust and future focussed academic programme, that engages all learners to strive for personal excellence</li><li>• Developing a flexible, future-focused teaching and learning programmes for Years 7 - 11, which are responsive to the needs of all ākonga, the local context and circumstances. NELP 2 Priority 4</li><li>• Monitoring student achievement, agency, and engagement data to measure the impact of the reviewed learning programmes, NELP 3 Priority 6</li><li>• Targeted professional learning to build capacity in learning design, assessment for learning, cultural competencies, and for teaching literacy and numeracy skills. NELP 3 Priority 6</li></ul>
<b>Annual Goal</b>	<ul style="list-style-type: none"><li>• Provide a responsive academic programme which challenges ākonga to strive for personal excellence, and which engages ākonga in their local curriculum</li></ul>
<b>Baseline Data</b>	<ul style="list-style-type: none"><li>• Observations</li><li>• HOF Hui/feedback</li><li>• Staff PAC (Professional analysis conversations)</li><li>• Whānau and ākonga voice</li></ul>

# VILLA MARIA COLLEGE STRATEGIC PLAN: 2024-25



## Student Learning

Objectives	Actions	Responsibility	Resources	Evidence	Completion
<p><b>Provide responsive academic programme which challenges ākongā to strive for excellence, and which engages ākongā in their local curriculum</b></p>	<p>Develop a flexible, future-focussed teaching and learning plan which can be responsive to the needs of diverse ākongā and our local context and circumstances</p>	<p>SKI HOFs, SAR Literacy and Numeracy leaders, Responsive Teaching Lead, COL Responsivity Lead, PN</p>		<p>Assessment Procedures reviewed</p> <p>Responsive Teaching philosophy for the kura developed</p> <p>Kaiako attend the Secondary Teacher Only Days Accord on realignment (between 27 May and 7 June, and 21 October and 15 November)</p>	<p>Ongoing</p>
	<p>Monitor ākongā participation and progress to support ākongā achievement of key targets</p>	<p>SKI HOFs HOHs</p>		<p>Tracking of students, and intervention to support</p> <p>Update Reporting and Assessment guidelines</p>	
	<p>Ensure reflective teaching practices support the development of professional capacities which align with the strategic direction</p>	<p>SKI BDA SLT HOFs COL WSLs</p>		<p>Embedding of shared practices via Professional Analysis Conversations, deprivatising practice and embedding of the revised Professional Growth Cycle</p> <p>Development of Responsive Teaching Practices. Explicit implementation of local curriculum, Matauranga Māori and literacy and numeracy in Junior programmes</p> <p>Common Practice Model and Responsive Teaching Practise is evident in classroom practice.</p>	

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## Student Learning

Objectives	Actions	Responsibility	Resources	Evidence	Completion
	Faculties develop an aligned junior curriculum and Year 11 programme via implementation of the new curricula.	SKI HOFs, COL and Literacy and Numeracy Leads  All teachers		Review of Junior Curriculum and Year 11 Programme implementation, structure, timetable and philosophy, including consultation with stakeholders  Continue preparation for NCEA realignment and engagement with the curriculum refresh	End of Term Three, 2024
<b>Ensuring every ākonga sees themselves in our curriculum</b>	Development of mana ōrite and mātauranga Māori plan and evaluation and review of next steps <ul style="list-style-type: none"> <li>• Increase Māori language ability in staff, rangatahi and community</li> <li>• Increase and improved connections with Māori hāpori / whānau</li> <li>• Increase Māori culture in school identity</li> </ul>	APA AJA SKI All staff		<ul style="list-style-type: none"> <li>• Kōmiti meets regularly and establishes some activities and support for the kura</li> <li>• Hui whanau participation is extended</li> <li>• Kapa haka continues to grow</li> <li>• Cultural narrative is constructed</li> <li>• Further focus on creating opportunities to raise cultural capital through increased cultural responsiveness</li> </ul>	2024

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## Student Learning

Objectives	Actions	Responsibility	Resources	Evidence	Completion
<b>Ensure student literacy and numeracy underpins teaching across the curricula</b>	Literacy and Numeracy corequisites are embedded at Villa Maria College	SKI LTR ZRO HOFs All teaching staff		<p>Ākonga who are assessment ready are involved in the corequisites</p> <p>Develop strategies to support those who don't have literacy and numeracy.</p>	2024
	Build kaiako capacity for teaching literacy and numeracy skills across the curriculum, especially in the Junior kura	SKI HOFs, COL and Literacy and Numeracy Leads  All teachers		Staff are familiar with, and beginning to implement, the Literacy, Communication and Numeracy Strategies and Common Practice Models <sup>1</sup>	Throughout the year

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## Whanaungatanga

<b>Strategic Goal</b>	<b>To improve student, staff, whānau, iwi and community engagement.</b>
<b>Strategic Objective</b>	<p>Enhance connections and relationships in the Villa Maria College community that promote attendance, wellbeing and engagement.</p> <ul style="list-style-type: none"> <li>• Enhance the sense of belonging (tūrangawaewae) within the College community through greater understanding of the holistic and academic advantages of increased attendance.</li> <li>• Promote connection through the kaiako/ākonga relationship, including goal setting, Mātauranga Māori, and kaiako knowledge of who ākonga are in the wider context of College and home.</li> <li>• Foster a safe, inclusive, and restorative environment where students have the confidence to be themselves through increased *efficacy and agency and are engaged with their learning.</li> </ul>
<b>Annual Goal</b>	<p>Enhance the sense of tūrangawaewae within the Villa Maria College Community.</p> <ul style="list-style-type: none"> <li>• Review and put initiatives in place to ensure attendance is improved overall and ākonga feel that they belong, and are connected, to the Villa Maria Community. A strong connection and sense of tūrangawaewae enhances wellbeing and engagement.</li> </ul>
<b>Baseline Data</b>	<ul style="list-style-type: none"> <li>• Attendance data 2023-2024</li> <li>• Restorative Conferences data</li> <li>• Referral data</li> <li>• Measures of connection and engagement baseline data will come from the Wellbeing Survey, student focus groups, Fono and Hui Whānau attendance.</li> </ul>



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## Whanaungatanga

Objectives	Actions	Responsibility	Resources	Evidence	Completion
<p><b>Enhance the sense of belonging (tūrangawaewae) within the College community through greater understanding of the holistic and academic advantages of increased attendance.</b></p>	<p>Develop a document for dissemination to the community that clarifies policy and MOE/Government rules around attendance and justified absences. HoH to use when communicating concerns to parents.</p>	MCa			Term 1
	<p>Review Pastoral Care Team meeting structure and include a designated monthly meeting with a sole focus on attendance.</p>	MCa/HoH/VWo			Start of Term 1 and implement across the year
	<p>Communicate attendance /truancy/lateness data and relevant research findings regularly to community through the newsletter</p>	MCa			Across all the year
	<p>Present attendance/roll expectations to all staff-accurate and timely completion of the class role in KAMAR every period.</p>	MCa/whole staff			Term 1
	<p>Review of current detention system to better document detentions (with truancy, bunking and lateness as main foci) and being able to communicate home with all detentions, the reason why given and if they are not attended to enlist parental support.</p>	MCa, HoH, VWo, Jaime.	Admin provision and support through Jaime 1 hour per week		Term 1 review and implementation on end of Term 1.

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## Whanaungatanga

Objectives	Actions	Responsibility	Resources	Evidence	Completion
<p><b>Promote connection through the kaiako/ākonga relationship, including goal setting, Mātauranga Māori, and kaiako knowledge of who ākonga are in the wider context of College and home.</b></p>	<p>Ako Kaiako knowing their ākonga, in the wider context of College and home, to co-construct holistic and authentic goals. Kaiako recognise the impact of the actions that influenced improved outcomes and engagement for the students in their Ako and offer pastoral support.</p>	<p>Ako teachers, MHD/JMI/HoH</p>			<p>Across the year</p>
	<p>Wellbeing@School - This survey focuses on students in year 7-13. Comparison of 2023 and 2024 data. Feed back to staff Run again in Term 3.</p>	<p>KLu/MCa</p>			<p>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. Maintaining the new Pasifika Parents' Committee.</p>	<p>MCa, SKi, AJa, APa, TGi</p>		<p>Funding for manaakitanga at Fono, Welcome Fono lunch, Pre-Polyfest Fia Fia night, Leaving Fia Fia Celebration and Whānau Hui</p>	<p>Across the year</p>
	<p>Adding in two events: a meet and greet of all new students/parents of Pasifika students with food before school starts. Farewell celebration of leaving Year 13 Pasifika students with family.</p>	<p>TGi, MCa, APa</p>			<p>Start of the year and Term 4.</p>
	<p>Year 9 and 10 Core Class 'Living Document' are embedded with a focus on identifying 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. SKi to meet with all HoH/AAv/JCh re academic tracking through the Iti Pounamu system.</p>	<p>MCa, MHD, HoH</p> <p>SKi, HoH, AAv, JCh, MCa</p>			<p>Across the year</p>

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## Whanaungatanga

Objectives	Actions	Responsibility	Resources	Evidence	Completion
<p><b>Foster a safe, inclusive, and restorative environment where students have the confidence to be themselves through increased *efficacy and agency and are engaged with their learning.</b></p>	<p>Level 1-3 Fragility Scale embedded to ensure safe sharing of concerns for those most at risk pastorally. Information shared to staff.</p> <p>Waiora (wellbeing of the individual and whole family) Lead Team meet once a month to review FS ratings, and collectively provide actions plans to best support and manage students' needs.</p> <p>The College's Learning Culture Plan is actively and continually promoted with a focus on a positive and rigorous learning culture and a safe learning environment in classrooms.</p>	<p>MCA/ HOHs, Counselling team.</p> <p>MCA, HoH, Counselling Team, VWo, JCH, BMO, AAV.</p> <p>MCA, HoH</p>		<p>Management and support of high needs students including attendance, health and wellbeing, learning and achievement and transitional pathways.</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>Across the year for all objectives</p>

\*Self-Efficacy - a person's sense of being able to deal effectively with a particular task. Human agency is the capacity to coordinate learning skills, motivation and emotions to reach a goal.