



STRATEGIC PLAN 2017-2019 & ANNUAL PLAN 2018

McAuley High School

Vision Statement

Walking in the footsteps of Catherine McAuley, we seek to realise our own potential as a community of learning, 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 by fostering and developing the Catholic character of the school through living the cardinal virtues of Prudence, Justice, Fortitude and Temperance;

- ❖ 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 promote active incorporation of culture, language and experiences of Maori students into classroom curriculum.
- ❖ 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.



McAuley High School

Strategic Plan 2017 - 2019

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self- review process the board has identified the following strategic aims:

Our ethnicities are reflected in the following statistics:

Middle Eastern = 0.2%; NZ European = 0.05%; Maori = 6.2%; Cook Island Maori 4%; Pacific = 78% (Samoan = 53.2%, Tongan = 25%, Other Pasifika = 5.2%); Asian = 2%.

NAG 1: To foster student achievement

To foster the achievement of all students including Maori and Pasifika students, by providing teaching and learning programmes which incorporate The National Curriculum as expressed in the New Zealand Curriculum 2007 and to meet the achievement goals of the Pasifika Plan.

Focus Area 2017	Focus Area 2018	Focus Area 2019
<ul style="list-style-type: none"> • To increase the proportion of students gaining Merit or Excellence Endorsements at Level 1 NCEA. • To have at least 25% of year 11 students gain Subject Endorsements • To have 95% of students achieve NCEA Level 2 in Year 12. • To have at least 20% of year 12 students gain Subject endorsements. • To maintain the proportion of year 13 students attaining NCEA Level 3 • To increase to 66% the proportion of eligible students (those with 3 or more University Entrance subjects) gaining University Entrance. • To have 80% of all students reach Curriculum Level 4 or higher in English and Mathematics by the end of year 9 • To have 80% of Year 10 students reach Curriculum Level 5 or higher in English and Mathematics by the end of year 10. 	<ul style="list-style-type: none"> • To increase the proportion of students gaining Merit or Excellence Endorsements at Level 1 NCEA • To have at least 28% of year 11 students gain Subject Endorsements • To have 92% of students achieve NCEA Level 2 in Year 12. • To have at least 25% of year 12 students gain Subject endorsements • To have 90% of Year 13 students achieve NCEA Level 3 • To have 67% of the proportion of eligible students (those with 3 or more University Entrance subjects) gaining University Entrance • To have 80% of all students reach Curriculum Level 4 or higher in English and Mathematics by the end of year 9. • To have 80% of Year 10 students reach Curriculum Level 5 or higher in English and Mathematics by the end of year 10. 	<ul style="list-style-type: none"> • To increase the proportion of students gaining Merit or Excellence Endorsements at Level 1 NCEA • To have at least 30% of year 11 students gain Subject Endorsements • To have 95% of students achieve NCEA Level 2 in Year 12. • To have at least 25% of year 12 students gain Subject endorsements • To have 90% of Year 13 students achieve NCEA Level 3 • To increase to 70% the proportion of eligible students (those with 3 or more University Entrance subjects) gaining University Entrance • To have 80% of all students reach Curriculum Level 4 or higher in English and Mathematics by the end of year 9. • To have 80% of Year 10 students reach Curriculum Level 5 or higher in English and Mathematics by the end of year 10.

NAG 1c

On the basis of good quality assessment information, identify students and groups of students who are not achieving, at risk of not achieving, who have special needs.

Focus Area 2017	Focus Area 2018	Focus Area 2019
<ul style="list-style-type: none"> • To provide for students at risk of not achieving in Years 11 to 13 (those who have an achievement percentage below 80%). • To provide for those identified as Gifted or Talented. • To provide for those identified as not achieving, at risk of not achieving, having special needs. 	<ul style="list-style-type: none"> • To provide for students at risk of not achieving in Years 11 to 13 (those who have an achievement percentage below 80%). • To provide for those identified as Gifted or Talented. • To provide for those identified as not achieving, at risk of not achieving, having special needs. 	<ul style="list-style-type: none"> • To provide for students at risk of not achieving in Years 11 to 13 (those who have an achievement percentage below 80%). • To provide for those identified as Gifted or Talented. • To provide for those identified as not achieving, at risk of not achieving, having special needs.

NAG 1f

Provide appropriate career education and guidance for all students.

Focus Area 2017	Focus Area 2018	Focus Area 2019
<ul style="list-style-type: none"> • To consolidate the effectiveness of the school-wide Career Education plan. • To ensure that we have a school wide focus to providing Career Education to all students including those who have special needs and who are gifted and talented. • To have Dream Catcher fully utilised by all staff and to use Dream Catcher for testimonials. • To continue to bring together parents and students and involve the community in our annual Career Expo. 	<ul style="list-style-type: none"> • To review our School wide Career Education Plan. • To ensure that we have a school wide focus to providing Career Education to all students including those who have special needs and who are gifted and talented. • To have Dream Catcher fully utilised by all staff and to use Dream Catcher for testimonials • To continue to bring together parents and students and involve the community in our annual Career Expo. 	<ul style="list-style-type: none"> • To review our School wide Career Education Plan. • To ensure that we have a school wide focus to providing Career Education to all students including those who have special needs and who are gifted and talented • To have Dream Catcher fully utilised by all staff and to use Dream Catcher for testimonials • To continue to bring together parents and students and involve the community in our annual Career Expo.

NAG 2c

Report to parents

Focus Area 2017	Focus Area 2018	Focus Area 2019
<ul style="list-style-type: none"> To review our reporting format to parents 	<ul style="list-style-type: none"> To conduct a parent survey on the effectiveness of our reports. 	<ul style="list-style-type: none"> To implement recommendations following upon our consultation with parents.
<ul style="list-style-type: none"> To survey parents on the effectiveness of our parent interviews. 	<ul style="list-style-type: none"> To implement the results of our survey. 	<ul style="list-style-type: none"> To survey parents on the use of an app to receive reports.

Engage positively with the Community

Focus Area 2017	Focus Area 2018	Focus Area 2019
<ul style="list-style-type: none"> To communicate with the community through the use of technology To introduce our new website and to communicate effectively with parents through the website. To conduct liaison and information evenings for parents of each year level To provide information evenings on cybersafety. 	<ul style="list-style-type: none"> To achieve greater involvement of the community through the use of technology To further communication with parents through the use of the website. To conduct liaison and information evenings for parents of each year level To provide information evenings on cybersafety. 	<ul style="list-style-type: none"> To achieve greater involvement of the community in evaluating the use of technology To engage with the community and consult with them on the methods of communication. To conduct liaison and information evenings for parents of each year level To provide information evenings on cybersafety.

NAG 2b

Maintain an ongoing programme of self-review in relation to policies, plans and programmes, including evaluation of information on student achievement.

Focus Area 2017	Focus Area 2018	Focus Area 2019
<ul style="list-style-type: none"> • To conduct a full school review at the end of each year. • To review the policies due for renewal in 2017. <p>Appointment of teaching and non-teaching staff Appraisal Assessment of students Capital Expenditure Cash Management Enrolment Entertainment Equal Employment Opportunities Finance Financial Resources Privacy Act Special Needs Surrender, Retention and Searches of Property Theft and Fraud Prevention Timetable Travel Cybersafety</p>	<ul style="list-style-type: none"> • To conduct a full school review at the end of each year. • To review the policies for renewal in 2018 <p>Credit Card, Laptops for Teachers' Responsible Use, Equipment Borrowing, Financial Management, Property Management</p> <p>Application for Discretionary Leave, Police Vetting, Community Consultation, Complaints, Professional Learning and Development, Protected Disclosures, Professional Boundaries.</p> <p>Administration of Medication, Communicable Diseases, Food and Nutrition, Health and Safety, Reporting on Physical and Sexual Abuse, Sexual Harassment, Student Health and Guidance Centre</p> <p>Behaviour Management, Overseas Trips, Reporting on Student Academic Progress, Reporting to the School Community, Equity, Suspension and Stand Down of Students.</p> <p>Special Character, Provision of Religious Education and Observances. Intellectual property</p>	<ul style="list-style-type: none"> • To conduct a full school review at the end of each year. • To review the policies for renewal in 2019 <p>Delivery of the Curriculum Food, Nutrition and Beverages Sexual Health School Based Health Services Preventing Self Harm Treaty of Waitangi Health and Safety</p>

<ul style="list-style-type: none"> • To review our methods of evaluation of information on achievement of students with special needs. • To employ a full-time SENCO. • To continue provide professional development to staff on inclusive educational practices. 21st Century pedagogy and the development of resources for BYOD. 	<ul style="list-style-type: none"> • To implement the recommendations of our evaluation of information on achievement of students with special needs • To review the job description of the SENCO. • To provide professional development to staff on inclusive educational practices, 21stCentury pedagogy and the development of resources for BYOD. 	<ul style="list-style-type: none"> • To evaluate the effectiveness of our programmes to prepare students for scholarship entries.
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NAG 3a

To promote high levels of staff performance and provide opportunities for professional development through professional learning communities.

Our goals for 2018 are as follow:

1. To highlight the theme of “Justice”.
2. To review the “Growth in Knowledge” Catholic dimension.
3. Within our learning environment and school community grow and foster Gospel and Catholic values in a digital world.

Purposes:

- To ensure that we meet the goals of our mission statement and our vision statement.
- To promote student ownership of learning through the teaching as inquiry cycle.
- To give life to effective pedagogy as identified in New Zealand Curriculum.
- To complete the appraisal process on line.
- To promote reflective practice included evidence based decision making.
- To encourage collaboration within and between departments.
- To continue to raise student achievement.
- To further enhance the use of the Google Apps as an effective tool.

	Focus Area 2017	Focus Area 2018	Focus Area 2019
Vision and Values	New goal for learning in Professional Learning Groups formulated based on review from 2016.	New goal for learning in Professional Learning Groups formulated based on review from 2017.	New goal for learning in Professional Learning Groups formulated based on review from 2018.
Vision and Values	Continue to refine the teaching and learning document	Continue to refine the teaching and learning document	Continue to refine the teaching and learning document
Vision and Values	Review focus for Professional Learning and decide on next focus area	Review focus for Professional Learning and decide on next focus area	Review focus for Professional Learning and decide on next focus area
Shared Responsibility	There is continued regular and meaningful dialogue about learning, progress, development and successes of students. HODs to continue to implement and refine process of review of standards / assessment.	There is continued regular and meaningful dialogue about learning, progress, development and successes of students. HODs to continue to implement and refine process of review of standards / assessment.	There is continued regular and meaningful dialogue about learning, progress, development and successes of students. HODs to continue to implement and refine process of review of standards / assessment.
Learner Focused Collaboration	All members of the community engage in sharing of ideas and strategies.	All members of the community engage in sharing of ideas and strategies.	All members of the community engage in sharing of ideas and strategies
Professional Learning Practices	Active participation of all members of the MHS Professional Learning Community	Active participation of all members of the MHS Professional Learning Community	Active participation of all members of the MHS Professional Learning Community
Inquiry and Reflective Practice	Teachers reflect on the results of their actions, and are committed to improvement	Teachers reflect on the results of their actions, and are committed to improvement	Teachers reflect on the results of their actions, and are committed to improvement
Diversity in Membership of PLCs	Staff encouraged to belong to more than one professional learning group.	Staff encouraged to belong to more than one professional learning group.	Staff encouraged to belong to more than one professional learning group.
Mutual Trust and Conflict	Mutual trust, respect and positive professional relationships are evident school- wide.	Mutual trust, respect and positive professional relationships are evident school- wide.	Mutual trust, respect and positive professional relationships are evident school- wide.

NAG 5a

To promote the Special Character Dimension of the school and integrate our Gospel and Mercy values.

2017 Focus Area	2018 Focus Area	2019 Focus Area
<ul style="list-style-type: none"> • To review the Catholic Community Focus area. • To provide professional development to staff on the implications of Catholic Character. • To ensure that the professional standards as identified by the Church are adhered to and built into our appraisal system. • To have a theme based on a Mercy value. The theme is “Care of the Poor and Vulnerable”. • To continue to offer our sacramental programme (this is two tiered and includes induction of liturgy leaders, special ministers and the Sacraments of Initiation). • To continue to embed restorative practices throughout the school. • To make available to staff the opportunities for personal retreats. 	<ul style="list-style-type: none"> • To review Dimension 2: Growth in Knowledge (Te whakatupu ma te Matauranga). • To ensure that the Religious Studies programme is taught in a way that enables students to integrate their faith and their life. • Progress reports inform whanau of achievement in both Catholic Character (religious or spiritual development) and Religious Studies curriculum. • Teachers of Religious Studies are qualified in Religious Studies and have certification levels appropriate to their length of service in Catholic education. • Religious Studies teachers understand their role as catechist as well as educator. • Whanau are regularly informed of the content and emphasis of the Religious Studies programme via the website. • To have a theme based on a Gospel and Mercy value. The theme is “Justice.” • To continue to offer our sacramental programme (this is two tiered and includes induction of liturgy leaders, special ministers and the Sacraments of Initiation). • To continue to embed restorative practices throughout the school. • To make available to staff the opportunities for personal retreats. 	<ul style="list-style-type: none"> • To review the Christian Witness focus area. • To provide professional development to staff on the implications of Catholic Character. • To have a theme based on a Mercy value. The theme is “Human Dignity”. • To continue to offer our sacramental programme (this is two tiered and includes induction of liturgy leaders, special ministers and the Sacraments of Initiation). • To continue to embed restorative practices throughout the school. • To make available to staff the opportunities for personal retreats.

NAG 5c

Provide a safe physical and emotional environment for students.

Focus Area 2017	Focus Area 2018	Focus Area 2019
<ul style="list-style-type: none"> • Graph the behavior trends. • Analyse the data collected. • Monitor attendance and reduce absenteeism. • To provide early intervention for students at risk. • Maintain the Travellers’ programme. • To ensure optimum emotional, spiritual and physical wellbeing of students. This includes those with special needs. • Within our learning environment and school community grow and foster Gospel and Catholic values in a digital world. • To increase awareness of and promotion of safe usage of ICT devices. • To continue to implement BYOD. 	<ul style="list-style-type: none"> • Graph the behavior trends. • Analyse the data collected. • Monitor attendance and reduce absenteeism. • To provide early intervention for students at risk. • Maintain the Travellers’ programme. • To ensure optimum emotional, spiritual and physical wellbeing of students. This includes those with special needs. • Within our learning environment and school community grow and foster Gospel and Catholic values in a digital world. • To increase awareness of and promotion of safe usage of ICT devices 	<ul style="list-style-type: none"> • Graph the behavior trends. • Analyse the data collected. • Monitor attendance and reduce absenteeism. • To provide early intervention for students at risk. • Maintain the Travellers’ programme. • To ensure optimum emotional, spiritual and physical wellbeing of students. This includes those with special needs. • Within our learning environment and school community grow and foster Gospel and Catholic values in a digital world. • To increase awareness of and promotion of safe usage of ICT devices

To ensure that Maori students enjoy and achieve education success as Maori.

Strengthen our school's responsiveness to Maori learners, their parents and whanau.

To use the self-review tool, Hautū. (Hautū are the leaders in a waka that call the time to the kaihoe/paddlers.)

Actions	Expected Outcomes	Year	Responsibility	Resources	Outcomes
Active incorporation of culture, language and experiences of Maori students into classroom curriculum. The staff were taught their mihi in 2016.	<ol style="list-style-type: none"> 1. An awareness of Maori culture continues to be enhanced with visual images around the school. 2. Maori culture to be acknowledged at all school events. 3. Te Reo Maori to be used as a greeting by office staff. 4. All staff continue to be able to deliver their mihi done this year. 	2018- 2019	Board of Trustees Principal All teaching staff Support staff Property subcommittee	School budget. Finance Committee of Board. Property Committee of Board.	Parents of Maori students feel welcome and acknowledged in the school.
Maori students continue to be clearly identified by all staff. Data pertaining to Maori students is carefully monitored.	<ol style="list-style-type: none"> 1. Continued increased knowledge and understanding and use of school, regional and national achievement data to strengthen Maori student achievement. 2. Achievement of our Maori students to be above the national average of all students. 	2018 - 2019	Deputy Principal Curriculum All staff		Our Maori students continue to achieve above the national average.
Ensure that if students ask for instruction through Te Reo Maori that they are directed to the Correspondence School.	<ol style="list-style-type: none"> 1. Students feel accepted if working on Correspondence courses. 	2018 - 2019	Deputy Principal Curriculum Teacher in charge of Te Reo	Staffing Budget	Should a student wish to be totally immersed in Maori medium education, they can enroll in the Correspondence School.
Maintain instruction in NCEA Levels 1, 2 and 3 Te Reo Maori.	<ol style="list-style-type: none"> 1. All students are encouraged to develop an understanding that Te Reo Maori is an official language of New Zealand. 	2018 - 2019	Board of Trustees continue to partially fund teacher of Te Reo Maori irrespective of numbers.	BOT funding of Teacher of Te Reo.	Despite small numbers our classes in Te Reo are maintained.

<p>All staff to receive professional development in Maori culture.</p>	<ol style="list-style-type: none"> 1. Staff reflections use Te Reo Maori. 2. The Sister of Mercy Adviser on Maori Spirituality be used as an adviser when needed. 3. Staff be encouraged to attend courses on Maori Spirituality. 4. Staff new to McAuley High School are provided with professional development. 5. Provisionally registered teachers receive professional development on Maori culture and customs. 6. All new appointments be questioned on their understanding of The Treaty of Waitangi. 7. Staff to receive professional development on the Treaty of Waitangi. 	<p>20178- 2019</p>	<p>Board of Trustees All staff. Professional development coordinator.</p>	<p>Professional development funding. Koha to local Marae.</p>	<p>Staff are confident in their knowledge of Tikanga.</p>
<p>To provide high quality teaching</p>	<ol style="list-style-type: none"> 1. Staff professional development on 21st Century pedagogy. 2. Reports of students studying Te Reo as a subject be written in Te Reo for that subject. 3. Ensure that learning programmes are delivered in culturally responsive ways. 	<p>2018 - 2019</p>	<p>Board of Trustees All staff</p>	<p>Professional Development Budget</p>	<p>Growth in numbers of students selecting Te Reo Maori.</p>
<p>To engage with the parents and community in a culturally responsive way.</p>	<ol style="list-style-type: none"> 1. Teacher in charge of Te Reo Maori to engage with the wider community. 2. To establish links with local marae and to enable a marae visit. 3. Official documents to include Te Reo Maori and English. 	<p>2018 - 2019</p>	<p>Board of Trustees All staff</p>		<p>Parents feel engaged with the school.</p>



McAuley High School

Operational / Annual Plan 2018

Strategic Goal:

To foster the achievement of all students including Maori and Pasifika students, by providing teaching and learning programmes which incorporates The National Curriculum as expressed in the New Zealand Curriculum 2007 and to meet the achievement goals of the Pasifika Plan.

- To increase the proportion of students gaining Merit or Excellence Endorsements at Level 1 and 2 NCEA.
- To strive to have 28% of students gaining Subject Endorsements at Level 1 and 25% at NCEA Level 2.
- To have 92% of students achieve NCEA Level 2 in Year 12.
- To have at least 25% of year 12 students gain subject endorsements.
- To have 90% OF Year 13 students achieve NCEA Level 3 NCEA
- To increase the proportion of year 13 students gaining University Entrance to 67%.
- To have 80% of Year 9 students reach Curriculum Level 4 or higher in English and Mathematics.
- To have 80% of Year 10 students reach Curriculum Level 5 or higher in English and Mathematics.

On the basis of good quality assessment information, identify students and groups of students who are not achieving, at risk of not achieving, who have special needs.

- To provide for students at risk of not achieving in Years 11 to 13 (those who have an achievement percentage below 80%).
- To provide for those identified as Gifted or Talented.
- To provide for those identified as not achieving, at risk of not achieving, having special needs.

Report to Parents.

- To review our reporting format to parents.
- To survey parents on the effectiveness of our parent interviews.

Engage positively with the community.

- To communicate with the community through the use of technology.
- To introduce our new website and to communicate effectively with parents through the website.
- To conduct liaison and information evenings for parents of each year level.
- To provide information evenings on cyber safety.

Provide appropriate career education and guidance for all students.

- To meet the requirements of the School-wide Career Education Plan.
- To ensure that we have a school wide focus to providing Career Education to students including those who have Special Needs and/or those who are Gifted and Talented.
- To increase staff confidence in using Dream Catcher.
- To bring together parents and students and involve the community in our annual career EXPO.

Maintain an ongoing programme of self-review in relation to policies and programmes, including evaluation of information on student achievement.

- To conduct a full school review at the end of the year.
- To review the policies due for review in 2018.
 - Credit Card,
 - Laptops for Teachers' Responsible Use,
 - Equipment Borrowing,
 - Financial Management,
 - Property Management
 - Application for Discretionary Leave,
 - Police Vetting,
 - Community Consultation,
 - Complaints,
 - Professional Learning and Development,
 - Protected Disclosures, Professional Boundaries.
 - Administration of Medication,
 - Communicable Diseases,
 - Food and Nutrition,
 - Health and Safety,
 - Reporting on Physical and Sexual Abuse,
 - Sexual Harassment,
 - Student Health and Guidance Centre
 - Behaviour Management,
 - Overseas Trips,
 - Reporting on Student Academic Progress,
 - Reporting to the School Community,
 - Equity, Suspension and Stand Down of Students.
 - Special Character, Provision of Religious Education and Observances.
 - Intellectual property

- To review our methods of evaluation of information on achievement of students with special needs.
- To continue to provide professional development to staff on inclusive educational practices, 21st century pedagogy and the development of resources for BYOD.

NAG3A

To promote high levels of staff performance and provide opportunities for professional development through professional learning communities.

Our goals for 2018 are as follows:

1. To highlight the theme of “Justice”.
2. To review the “Growth in Knowledge” Catholic dimension.
3. Within our learning environment and school community grow and foster Gospel and Catholic values in a digital world.

Purposes:

- To ensure that we meet the goals of our mission statement and our vision statements.
- To promote student ownership of learning through the teaching as inquiry cycle.
- To give life to effective pedagogy as identified in the New Zealand Curriculum.
- To have teacher reflection on the Registered Teacher Criteria and Curriculum Standards as identified focus areas.
- To complete the appraisal process on line in 2018.
- To promote reflective practice included evidence based decision making.
- To encourage collaboration within and between departments.
- To further enhance the use of Google Apps as an effective tool.
- New goals for Professional learning groups formulated by staff. Review our professional learning focus and decide on next focus area.
- Continue to refine the teaching and learning document
- To continue to raise student achievement.
- To enhance the use of Google Apps as an effective tool.
- New goal for learning in Professional Learning Groups formulated on review from 2018.
- Promote shared responsibility and dialogue on student progress.
- Active participation of all members of the McAuley High School Professional Learning Community.
- Teachers reflect on their actions and are committed to improvement.
- Staff encouraged to belong to more than one professional learning group.
- Mutual Trust, respect and positive professional relationships are evident school-wide.

To promote the Special Character Dimension of the school and integrate our Gospel and Mercy values.

- To review Dimension 2: Growth in Knowledge (Te whakatupu ma te Matauranga.)
- To ensure that the Religious Studies programme is taught in a way that enables students to integrate their faith and their life.
- Progress reports inform whanau of achievement in both Catholic Character (religious or spiritual development) and Religious Studies curriculum.
- Teachers of Religious Studies are qualified in Religious Studies and have certification levels appropriate to their length of service in Catholic education.
- Religious Studies teachers understand their role as catechist as well as educator.
- To have a theme based on a Gospel and Mercy Value. The theme is “Justice.”
- Whanau are regularly informed of the content and emphasis of the Religious Studies programme via the website.
- To continue to offer our sacramental programme (this is two tiered and includes induction of liturgy leaders, special ministers and the Sacraments of Initiation.)
- To continue to embed restorative practices throughout the school.
- To make available to staff the opportunities for personal retreats.
- To make available to staff the opportunities for personal retreats.

Provide a safe physical and emotional environment for all students.

- Graph the behaviour trends.
- Analyse the data collected.
- Monitor attendance and reduce absenteeism.
- To provide early intervention for students at risk.
- Maintain “The Travellers’ Programme.”
- To ensure optimum emotional, spiritual and physical wellbeing of all students. This includes those with special needs.
- To foster Catholic and Gospel values in a digital world.
- To increase awareness of and promotion of safe usage of mobile ICT devices.
- To continue to implement BYOD

Action Plan 2018

NAG 1: To foster student achievement

Historical Position	Target	Target Date	Responsibility	Costs Resources	Student Outcomes	Actual / Outcomes	Comments
Traditionally we have been able to increase the proportion of students gaining Merit or Excellence Endorsements. Our proportion has remained constant and we hope to increase the proportion.	To increase the proportion of students gaining Merit or Excellence Endorsements in Levels 1 & 2 NCEA.	2018	All staff Students	Staffing Departmental budgets Professional Development for all staff	Increased proportion of students gaining Merit or Excellence endorsements in NCEA Levels 1 & 2.		
Students are encouraged to aim high in all areas of achievement. The criteria for Merit and Excellence Subject Endorsements is made clear to them.	To have 25% of students gaining Subject Endorsements in Level 1 NCEA and 20% at Level 2 NCEA.	2018	All staff Students	Staffing Departmental budgets Increased use of ICT	Increased proportion of students gain Subject Endorsements in Levels 1 & 2 NCEA.		
We have steadily increased the proportion of students gaining NCEA Level 2 in year 12.	To have 95% of students achieve NCEA Level 2 in Year 12.		All staff	Staffing Departmental budgets Professional Development	95% of students achieve NCEA Level 2 in Year 12.		
These year 13 students will be tracked carefully and every opportunity provided to encourage them to take responsibility for their own learning.	To maintain the proportion of students achieving NCEA Level 3.		All staff	Staffing Departmental budgets Professional Development	Students achieve above the national average at NCEA Level 3.		

Historical Position	Target	Target Date	Responsibility	Costs Resources	Student Outcomes	Actual / Outcomes	Comments
<p>In 2015 and 2016 the percentage of students gaining University Entrance had not recovered since the new criteria was introduced. Careful tracking and further information provided to students on the requirements for University Entrance will be reinforced to the students.</p>	<p>To increase the proportion of students gaining University Entrance to 68%.</p>	<p>2018 -2019</p>	<p>All staff</p>	<p>Careers Advisor and Careers Assistant appointed. Heads of Departments.</p>	<p>An increased proportion of students gain University Entrance.</p>		
<p>We have always aimed high. These are ambitious goals to set. More accurate information on the level of achievement on entry will be sought in 2017. The assistance provided by RTLB cluster did not prove to be of value. A committee will be set up to assess our procedures for pre-testing our students prior to entry in Year 9.</p>	<p>To have 80% of Year 9 students reach Curriculum Level 4 or higher in English and Mathematics. To have 80% Year 10 student reach Curriculum level 5 or higher in English and Mathematics.</p>	<p>2018</p>	<p>English and Mathematics Departments</p>	<p>Department budgets</p>	<p>Students in Year 9 and 10 have a clearer understanding of at which Curriculum Level they are operating.</p>		
<p>The Deputy Principal, Curriculum closely monitors the achievement progress of all students engaged in NCEA. Support procedures are put in place and, when there are concerns, deans contact the parents.</p>	<p>To provide for students at risk of not achieving in Years 11 to 13 (those who have an achievement percentage below 80%).</p>	<p>2018 - 2019</p>	<p>Deputy Principal</p>	<p>Time Allowance</p>	<p>At risk students are identified during the year. Parents are informed.</p>		

Historical Position	Target	Target Date	Responsibility	Costs Resources	Student Outcomes	Actual / Outcomes	Comments
<p>A teacher has the responsibility for those identified as Gifted and/or Talented.</p>	<p>To provide for those identified as Gifted or Talented.</p>	<p>2018-2019</p>	<p>Staffing</p>	<p>Management Unit, Professional Development</p>	<p>Students set high goals and aim high. Parental support is provided for those students with scholarship potential.</p>		
<p>With the increased numbers of students with learning needs, the decision has been made to advertise for a full time SENCO. Closer liaison is being attempted with the RTLB service. Every effort is made to gain accurate information.</p> <p>We try to gain accurate information from the intermediates but our results often do not correspond to results given to us.</p> <p>Due to the review of the job description, the hours for the SENCO will be increased in 2017.</p> <p>We completed a review in 2016 but will monitor policies especially as they relate to Health and Safety issues.</p>	<p>To provide for those identified as having special learning needs and special needs.</p> <p>Schools data collection methods used to identify students with special needs.</p> <p>Job description for SENCO to be reviewed.</p> <p>To complete a school-wide self-review of inclusive policies and practices.</p>	<p>2018</p>	<p>Senior Management Team SENCO Guidance and Health Team Deputy Principal</p> <p>RTLB SENCO</p> <p>Senior Management Team</p> <p>Board of Trustees</p>	<p>Employment of SENCO.</p> <p>Provide professional development to staff on the ways of supporting the identity, safety of students as well as providing differentiated programmes for learners with special education needs.</p>	<p>The needs of the students are met especially their special education needs.</p> <p>A culture of caring is evident at the school.</p> <p>Staff have received professional development.</p> <p>Parents are involved and supportive of the school.</p>		

Regular meetings are held with the SENCO and Deputy Principal Pastoral Care and Deputy Principal Curriculum to ensure good communication channels are kept open.	The school's Special Education register is to be maintained.		SENCO		The school has close links with external agencies and internal expertise to support the transition of learners with special education needs both to and from school.		
The Board of Trustees receives reports twice a year.	Regular reports to the Board of Trustees will continue.		Principal				
The Deputy Principal Pastoral Care runs these meetings. The Deputy Principal Curriculum attends these meetings as well.	Regular meetings will be held by the Special Education Needs committee.		SENCO				

Report to Parents

Historical Position	Target	Target date	Responsibility	Costs Resources	Student Outcomes	Actual Outcomes	Comments
<p>We reviewed our reports in 2016 The interim reports will be again be reviewed in 2017.</p> <p>We are slowly introducing our parents to digital communication.</p>	<p>To review our reporting format to parents.</p> <p>To use Technology to alert parents of students who have areas of concern.</p> <p>To survey parents on the effectiveness of our parent interviews.</p>	2018	<p>Deputy Principal Curriculum, Principal and Heads of Departments.</p> <p>Principal</p>	License fees for texting.	Closer communication with parents to ensure parent engagement.		

Engage positively with the community

Historical Position	Target	Target Date	Responsibility	Costs Resources	Student Outcomes	Actual Outcomes	Comments
Regular meetings are held with parents to provide information and parents are encouraged to use our open door policy. Increased use is made of electronic messaging.	To continue to encourage the community to accept a leading role in the fostering of an effective partnership between school and families.	2018-2019	Principal	Teacher time	Parents engaged and supportive of the needs of their students.		
	To embed our website and to communicate effectively to parents through the website.	2018	Deputy Principals and Senior Management team.		Parents informed instantly of concerns		
	To report to families (use information evenings) and increase the use of Digital Communication.	2018	All staff	Meal allowances	Parents fully informed.		
	To further educate the community on cybersafety.	2018					

NAG 1f Provide appropriate career education and guidance for all students

Historical Position	Target	Target Date	Responsibility	Costs Resources	Student Outcomes	Actual / Outcomes	Comments
<p>In 2016 we reviewed our Career Education Plan in accordance with the guidelines for the support of Career Education.</p>	<p>To meet the requirements of the School-wide Career Education Plan.</p>	<p>2018</p>	<p>Principal and Teacher in charge of Careers. Careers Assistant.</p>	<p>Salary of Careers Assistant and time allowance for teacher with responsibility for Careers.</p>	<p>Students encouraged to realise their full potential as individuals and to develop the values needed to become full members of New Zealand's society. Students understand the consequences of their choices and decisions and the impact they have on themselves and others. They recognise the importance of creating chance opportunities to assist them in identifying all the options available so they can make informed choices about their next step when they transition from school.</p>		

Historical Position	Target	Target Date	Responsibility	Costs Resources	Student Outcomes	Actual / Outcomes	Comments
<p>Our SENCO and the Deputy Principal Pastoral Care are very aware of those with special needs. Close liaison with the contributing schools is attempted. Entrance tests determine the levels of achievement of our students.</p>	<p>To ensure that we have a school wide focus to providing Career Education to students including those who have Special Needs and/or those who are Gifted and Talented.</p>	<p>2018</p>	<p>Career Assistant</p>	<p>Teacher in charge of Careers and Career Assistant</p>	<p>Students leaving school who are creative, energetic, and enterprising. Students who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic and environmental future for our country. Career development programmes and services are supported by a wide range of up-to-date career development information that is able to be accessed easily by students and the school community.</p>		
<p>Traditionally this is a very successful evening. Each year the list of providers has grown.</p>	<p>To bring together parents and students and involve the community in our annual career EXPO.</p>	<p>2018</p>	<p>Career Assistant and Teacher in Charge of Careers. Staff support.</p>	<p>Careers budget to be provided</p>	<p>To bring parents, staff and students to a shared vision and goal for the future of our young person.</p>		
<p>Further refinement of the programme has allowed for increased confidence in usage.</p>	<p>To increase staff confidence in using Dream Catcher.</p>	<p>2018</p>	<p>All staff.</p>	<p>Time Allowance if needed.</p>	<p>Students confident users of Dream Catcher when the leave school.</p>		

Maintain an ongoing programme of self-review in relation to policies and programmes including evaluation of information on student achievement.

Historical Position	Target	Target Date	Responsibility	Costs Resources	Student Outcomes	Actual / Outcomes	Comments
<p>We have a three year cycle programme of renewal and revision of policies.</p>	<p>To review the policies due for review in 2018: Credit Card, Laptops for Teachers' Responsible Use, Equipment Borrowing, Financial Management, Property Management Application for Discretionary Leave, Police Vetting, Community Consultation, Complaints, Professional Learning and Development, Protected Disclosures, Professional boundaries. Administration of Medication, Communicable Diseases, Food and Nutrition, Health and Safety, Reporting on Physical and Sexual Abuse, Sexual Harassment, Student Health and Guidance Centre, Behaviour Management, Overseas Trips,</p>	<p>2018</p>	<p>Board of Trustees Senior staff with responsibilities for different areas within the school</p>	<p>Time and cost to cover cost of administrative expenses</p>	<p>Students understand that there are clear expectations of behaviour and the quality of education delivered to them is enhanced.</p>		
<p>All staff are asked if they have read the Policies and Procedures as part of their Appraisal cycle.</p>	<p>Administration of Medication, Communicable Diseases, Food and Nutrition, Health and Safety, Reporting on Physical and Sexual Abuse, Sexual Harassment, Student Health and Guidance Centre, Behaviour Management, Overseas Trips,</p>	<p>2018</p>	<p>Principal</p>			<p>Staff are aware of the Board Policies and Procedures.</p>	

	<p>Reporting on Student Academic Progress, Reporting to the School Community, Equity, Suspension and Stand Down of Students. Special Character Provision of Religious Education and Observances. Intellectual property To ensure that all staff read the Policies and Procedures manual.</p>						
<p>Our SENCO works with the RTLB to provide support to our students.</p>	<p>To review the support given to students with Special Needs</p> <p>To review procedures for those with Special Needs and liaison with the RTLB</p>	<p>2018</p>	<p>SENCO, Deputy Principals Pastoral Care and Curriculum.</p>	<p>Hours given to full time SENCO, Teacher Assistant wages.</p>	<p>Our most vulnerable are supported and feel safe.</p>		
<p>Reviewing our methods of evaluation of information on student achievement we recognise as essential to formulating our methods of evaluation.</p>	<p>To review our methods of evaluation of information on student achievement</p>	<p>2018</p>	<p>Principal, Deputy Principal and all teachers. Teachers are encouraged to inquire into their own practice.</p>	<p>Cost of Administration and time for Senior Management Team members</p>	<p>Student achievement is raised. Quality of teaching is improved.</p>		

To promote high levels of staff performance and provide opportunities for professional development through professional learning communities.

1. To highlight the theme of “Justice”.
2. To review the “Growth in Knowledge” Catholic dimension.
3. Within our learning environment and school community grow and foster Gospel and Catholic values in a digital world.

Historical Position	Target	Target Date	Responsibility	Costs Resources	Student Outcomes	Actual / Outcomes	Comments
Most teachers have engaged in collaborative inquiry to learn more about student learning and teaching practices.	List of descriptors of what “demonstrated in practice” would look like for evaluation purposes. Continue to refine the teaching and learning document.	2018	Deputy Principal and all staff.	Professional Development budget.	Quality of delivery of lessons is improved and student achievement is raised.		
There has been real growth in the number of staff engaging in discussions about vision and values.	New goals for learning in Professional Learning Groups formulated based on review from 2017.	2018	Deputy Principal and all staff.	Professional development budget.	Staff inquire into their teaching practice.		
There is encouraging growth in student ownership of their learning as seniors are becoming more aware of their responsibilities.	To promote student ownership of learning through the teaching as inquiry cycle.	2018	Deputy Principal Pastoral and Heads of Departments.				
Our focus has been on 21 st Century Learning and pedagogy. Further focus on pedagogy is needed.	To give life to effective pedagogy as identified in the New Zealand Curriculum.	2018	Principal, Deputy Principals and Heads of Departments, all staff.		Further development of pedagogy connected to future focus and BYOD.		

<p>To have teacher reflection on the Registered Teacher Criteria and Curriculum Standards as identified focus areas forms part of our appraisal focus.</p>	<p>To have teacher reflection on the Registered Teacher Criteria and Curriculum Standards as identified focus areas.</p>		<p>Principal</p>	<p>Professional Development Budget.</p>	<p>Appraisal is meaningful and leaves staff feeling empowered.</p>		
<p>Whole staff professional development has been provided on evidence based decision making.</p>	<p>To promote reflective practice included evidence based decision making.</p>		<p>Deputy Principal Curriculum</p>	<p>Professional development Budget.</p>	<p>Student achievement is increased.</p>		
<p>Increased collaboration between departments has been evident especially in the Social Studies subject.</p>	<p>To encourage collaboration within and between departments.</p>		<p>Heads of Departments</p>	<p>Departmental Budgets.</p>	<p>Student achievement is raised.</p>		
<p>Whole staff professional development has been provided.</p>	<p>To further enhance the use of Google Apps as an effective tool.</p>		<p>Deputy Principal</p>	<p>Professional Development Budget for outside expertise.</p>	<p>Increased staff confidence. All staff co-operating.</p>		
<p>Our professional learning goals for the school are reflected in the departmental goals.</p>	<p>New goals for Professional learning groups formulated by staff.</p>		<p>Heads of Departments</p>	<p>Cost of professional development on the goal.</p>	<p>Successful meeting of our goals.</p>		
<p>Each year we review our professional learning focus.</p>	<p>Review our professional learning focus and decide on next focus area.</p>		<p>Senior Management Team</p>	<p>Professional Development Budget.</p>	<p>All staff engage in professional development.</p>		
<p>Work was done on the document in 2016 and further work will be done in 2017.</p>	<p>Continue to refine the teaching and learning document</p>		<p>Principal and Deputy Principal Curriculum</p>	<p>Time Allowance</p>	<p>Heads of Department made aware of New Zealand Curriculum Document.</p>		

<p>Heads of Departments and Deans liaise closely with each other to monitor student progress.</p> <p>All staff strive to be professional and reflect the Gospel values and Special Character in their approaches to each other and students.</p>	<p>Promote shared responsibility and dialogue on student progress.</p> <p>Mutual Trust, respect and positive professional relationships are evident school-wide.</p>		<p>Deputy Principal Curriculum</p> <p>Principal and Senior Management Team</p>		<p>Increased student achievement</p> <p>Mercy values and Gospel values upheld</p>		
<p>There has been a strong realisation of the importance of Learning Intentions and Success Criteria.</p>	<p>Provide Professional Learning Development on Assessment for learning with a focus on Learning Intentions and Success Criteria.</p>	2018	Deputy Principal and all staff.	Professional Development budget.	Students clearly understand the expectations within each learning area. Students are aware of criteria for Merit and Excellence grades.		
<p>Joint planning, sharing of strategies, and committing to whole school projects are done by some members across the educational community.</p>	<p>Increased opportunity for regular and meaningful dialogue about learning, progress, development and successes of students.</p>	2018	Deputy Principal and all staff.	Professional Development budget.	Student see the connections between different subject areas. Staff enabled professionally		

Historical Position	Target	Target Date	Responsibility	Costs Resources	Student Outcomes	Actual / Outcomes	Comments
Heads of Departments and Teachers in Charge have reviewed our reporting system.	Changes resulting from the review have been implemented and these will be further reviewed.	2018	Deputy Principal and all staff.	Professional Development budget.	Students feel that assessment is fair and consistent. Students achieve a greater proportion of Merit and Excellence grades.		
More staff members feel a sense of collective responsibility for all students in the school.	All members of the community engage in sharing of ideas and strategies.	2018	Deputy Principal and all staff.	Professional Development budget.	Students achieve more Merit and Excellence endorsements.		
Some teachers and staff are committed to active participation in whole school professional learning.	Active participation of all members of the McAuley High School Professional Learning Community.	2018	Deputy Principal and all staff.	Professional Development budget.	Students are able to provide feedback to staff on their own learning.		
There is a moderate level of respect and trust amongst colleagues. Conflicting ideas may be seen as a threat to the school.	Mutual trust, respect and positive professional relationships are developing school- wide.	2018	Deputy Principal and all staff.	Professional Development budget.	Students feel safe to evaluate their learning.		

To promote the Special Character dimension of the School, integrate our Gospel and Mercy values and provide a safe physical and emotional environment for students.

Historical Position	Target	Target Date	Responsibility	Costs Resources	Student Outcomes	Actual / Outcomes	Comments
Each year we review a different area in a three year cycle.	To review the “Growth in Knowledge dimension.	2018	Deputy Principal Pastoral, Deans and Form teachers.	Time allowance for staff involved.	Students feel safe at school and understand the boundaries and the need to treat all others in the community with respect.		
Each year we engage in whole school professional development to both staff and students on the implications of Catholic Character.	To provide professional development to staff and students on the implications of Catholic Character.	2018	Principal, Director of Religious Studies.	\$10,000.00	The Catholic Character of the school is modeled by the staff and students.		
All staff are appraised against the professional standards.	To ensure that the professional standards as identified by the Church are adhered to and built into our appraisal system.	2018-2019	Principal and Deputy Principal	Time Allowance for Senior Management Team.	Quality teaching enable students to achieve to the best of their ability.		
We traditionally chose one of the mercy values.	To have a theme. Our theme is “Care of the Poor and Vulnerable”	2018	Principal, Director of Religious Studies and chaplain.	No cost	Our Gospel values are emphasised and students aim to live their faith.		
In 2016, 9 students were accepted into the Church through the Sacrament of Confirmation.	To continue to offer our Sacramental Programme.	2018	Chaplains	Time Allowance for the chaplain.	Students become part of a Church community.		

We have gathered the data re referrals to analyse the behaviour trends and put support systems in place.	Analyse the data collected	2018-2019	Deputy Principals	Employment of social worker and additional school nurse.	Students' health needs are met as well as their social needs.		
Our attendance officer has a very good relationship with the parents and knows them well.	Monitor attendance and reduce absenteeism. Ensure that class Attendance is entered at start of period.	2018 - 2019	Attendance Officer, Deans, Form Teachers.	Employment of an attendance officer.	Truancy of students is kept under control.		
Our weekly Guidance and Health meetings ensure that there is a wrap-around approach for all students needing support.	To provide early intervention for students at risk	2018-2019	Guidance and Health Centre, All staff. Deputy Principal (Pastoral)	Employment of social worker and school nurses	Students and their families are kept informed of strategies to keep students healthy both emotionally and physically.		
The Travelers' programme has been offered for 8 years. New staff have been trained to run the programme.	Maintain the Travelers' programme	2018	Social Worker and Guidance Counsellor.	Employment of social worker and additional hours for Guidance Counsellor, school nurses	Vulnerable students are supported into the school.		
Through the appointment of a chaplain, and the provision of a social worker, we have traditionally aimed to support our students.	To ensure optimum emotional, spiritual and physical wellbeing of students To provide guidance on healthy eating and maintaining a healthy lifestyle.	2018	Deputy Principal (Pastoral) Health and Guidance Team	Employment of a chaplain, social worker and guidance counsellor and registered nurses	Students are able to learn better as they are supported in other areas of their lives.		

<p>The rapid growth and expansion of technology constantly provide new challenges to staff to support students to manage the internet safely.</p>	<p>To increase awareness of and promotion of safe usage of ICT devices.</p>	<p>2018-2019</p>	<p>Deputy Principals.</p>	<p>Time allowance for teaching staff.</p>	<p>Students feel safe to use the internet and make informed choices.</p>		
<p>Information evenings for parents have been run to keep parents abreast of new developments.</p>	<p>To continue to implement BYOD</p>	<p>2018- 2019</p>	<p>Deputy Principals, Computer Technicians.</p>	<p>Postage Phone calls</p>	<p>Parents fully informed about the importance of the meetings.</p>		