School Charter
Strategic and Annual Plan for
Rosmini College

2022 -2023

Principals' endorsement:	
School Board endorsement:	
Submission date to Ministry of Education:	4/3/22

Rosmini College 2022 - 2023

Introductory Section - Strategic Intentions

Mission Statement	Rosmini College supports and develops well rounded young men while keeping true to the maxims of Antonio Rosmini. A holistic education in the Rosminian tradition that fosters a genuine encounter with Christ.
Vision	Christ centered young men who have the values, attitudes, knowledge and skills to fulfill their life, and to be empowered to serve others.
Values	Dignity Integrity Fairness Charity Justice
Māori Dimensions and Cultural Diversity	Rosmini College is committed to the principles of the Treaty of Waitangi and actively supports and encourages the achievement of its Maori pupils and fostering Maori culture. The multi-cultural aspect of New Zealand society means that there is an increasing variety of different cultural attitudes to learning and education in New Zealand schools. Rosmini College will ensure that all students from whatever backgrounds are given the support they need to fulfil their potential. Rosmini College will celebrate the cultural diversity of the student population and use this as a way to educate the school community about the global society that we live and work in. Opportunities such as cultural days, celebration of languages and talks from cultural leaders are part of this, and allow our diverse community to connect in ways that enhance tolerance, respect and open mindedness.
Special Character	Rosmini College is a learning community that requires each student to pursue his fullest potential in spiritual, academic, social, cultural and co-curricular pursuits. The school will equip each student with the desire to keep the Law of Christ. We also follow the maxims of the school's founder, Antonio Rosmini whose educational philosophy is based on the ideals of giving young people a strong foundation of basic skills and values before instilling in them more complex and lofty aspirations. Rosmini's Mission Statement is "Rosmini College supports and develops well rounded young men while keeping true to the maxims of Antonio Rosmini". To accomplish this, Religious Education includes Retreats, Reconciliation and both class and full School Masses, while strong Catholic values and morals underlie the syllabus. The precept, "to love God above all things and one's neighbour as oneself", neatly summarises these Catholic values. The emphasis is on practical Christianity – helping the disadvantaged in the immediate community as well as overseas. To this end, our pupils are involved in charitable acts that are Christianity in Action to live out the school motto Charity fulfils the Law.

Baseline Data % Pass or School Context

Students' Learning

	Level 1					Level 2					Level 3				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Pass rate %	97	92	90	96	95	91	94	94	93	94	91	89	86	92	87
Overall Endorsed %	74	71	65	71	75	59	61	62	58	65	52	53	65	57	59
UE %											81	71	74	80	79
Maori Pass Rate %	95	86	74	88	91	77	85	91	80	100	91	55	85	91	67
Endorsed %	31	61	37	57	60	40	50	32	44	32	30	40	53	42	44
UE											73	46	63	76	67
Pasifika Pass Rate %	92	70	60	67	85	85	62	44	93	57	75	71	64	44	57
Endorsed %	78	25	32	0	27	44	27	14	21	0	38	25	27	0	37
UE %											67	50	57	22	50

Baseline Data Years 9 & 10 % Pass

2020 Years 9 & 10 Baseline Data

Percentage at or above standard

		Reading	Writing	Maths
Year 9	Overall	74	71	87
	Maori	70	60	85
	Pasifika	58	58	73
Year 10	Overall	79	76	92
	Maori	73	64	91
	Pasifika	27	27	82

Baseline Data Years 7 & 8 2020

The results below give pass rates from mid year assessments and end of year assessments.

Year 7 Achievement in Maths and English 2020						
Subject	**Overall Mid Year**	**Maori**	**Pasifika**	**Overall End Year**	**Maori**	**Pasifika**
Reading	71%	55%	88%	77%	55%	89%
Writing	66%	55%	81%	77%	90%	81%
	Overall Mid Year	**Maori**	**Pasifika**	**Overall End Year**	**Maori**	**Pasifika**
Maths Mid Number	73%	31%	86%			
Algebra				72%	38%	87%
Geometry and Measurement				67%	46%	87%

Year 8 Achievement in Maths and English 2020						
Subject	**Overall Mid Year**	**Maori**	**Pasifika**	**Overall End Year**	**Maori**	**Pasifika**
Reading	77%	56%	76%	83%	45%	89%
Writing	75%	45%	79%	90%	78%	86%
	Overall Mid Year	**Maori**	**Pasifika**	**Overall End Year**	**Maori**	**Pasifika**
Maths Mid Number	81%	45%	83%			
Algebra				82%	78%	81%
Geometry and Measurement				78%	67%	81%

<table>
<tr>
<td>Student Engagement</td>
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<th>Attendance data by Year Level</th>
<th>Co-curricular participation data</th>
<th>Catholic Character data</th>
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<tr>
<td>Year 7: 93.7%
Year 8: 93.8%
Year 9: 93.6 %
Year 10: 91.8%
Year 11: 93.3%
Year 12: 90.4%
Year 13: 88.1%</td>
<td>Sports Participation

Students 68%
Teaching staff 41%</td>
<td>Students were involved in the following Ministries:
1. Kids Homework Club at De Paul House - After hours tuition of the resident school age children
2. Ministry to the Elderly - Home visitation and assisting at Ed's Meals
3. Rosmini Homework Club - Tutoring Yr 7&8 students with learning challenges
4. Travelling Pots - Cooking nutritious meals for those in need.
5. SVDP Op Shops at Beachaven and Glenfield - usually Saturdays and holidays.</td>
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<td>School Organisation and Structures</td>
<td>Rosmini College is a Year 7-13 school and efforts are always made to ensure that learning flows seamlessly throughout the College. Senior Leadership includes Headmaster, Associate Headmaster, Deputy Headmaster Yr 13-11 Curriculum and Pastoral, Deputy Headmaster Yr 7-10 Curriculum and Pastoral, Assistant Headmaster, Head of Intermediate.</td>
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<td>Review of Charter and Consultation</td>
<td>The SLT and School Board review the Charter annually.</td>
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Strategic Section

Strategic Goals/ Priorities		Core Strategies for Achieving Goals 2022 - 2023
Engagement	*Create consistency around and across the college to ensure certainty for staff and students in attaining improved educational outcomes*	Professional Learning and Staff Wellbeing • Collaboration and sharing of professional culture • Reviewing and refining strategies to develop a consistent approach to behaviour in the college. This is to include restorative processes • Ongoing staff wellbeing initiatives Pilot programmes • Year 11-13: Hauora Matauranga (Academic Wellbeing). Expansion of pilot programme with senior pastoral team. • Year 7: Local curriculum development, incorporation of Resilience Project. Community Engagement • Refine and improve ICT strategies to enhance community engagement. • Increased opportunities for guest speakers throughout the year. • Continued engagement with Rosminig Old Boys. • Maintain and increase engagement with Pasifika Fono and Te Roopu Rangatira.
Special Character	*Facilitate a communal encounter with Christ inspired by the charism of Antonio Rosmini.*	• Establish a PD programme on Catholic character and Religious Studies. • Enhance Communal opportunities in encountering Christ through prayer, liturgy and retreats. • Increase understanding of social justice in the light of the Gospel.

Professional Learning and Staff Wellbeing **Collaboration and sharing of professional culture- R.E.A.C.T, PLGs, sharing and workshops**			
How/ what	**When**	**Who**	**Indicators of Progress**
Term 1 More time provided for PLD - Friday mornings 8-9am continues through 2022 *Carry on from 2021:* Workshops during term with different foci - linking to wider goals, areas of interest for T & L and sharing inquiries External Using Technology Better provider through PLD funding (ongoing in 2022)	Term 1 PD time Friday morning Term 1 PD time Friday mornings TOD	Kahui ako leaders/ SCT/ other teachers to share knowledge	• Teachers collaborating and engaged in the process, shared understanding of Code & Standards, shared understanding of REACT & Prof. growth Cycle. • Middle leadership group engagement through feedback • Teachers attending sessions of interest. • Sharing is more widespread across different learning areas. • Teachers using strategies in practice. • Wider use of Digital tools for teaching & learning
Term 2 & 3 *Strengthening culturally responsive practices with a focus on the professional growth cycle, Te Tiri o te Waitangi. Staff professional learning development centered around tikanga, te ao Maori and Te Reo.* The terms PLD time will also have time for department curriculum reviews and refreshment	Term 2 PD time Friday mornings TOD Term 3 PD time Friday mornings TOD	Kahui Ako leaders to facilitate, , SLT	• Teachers engaged in process and workshop sessions. • Teachers have a better understanding of the Prof. Standard Te Tiriti O Waitangi.
Term 4 - Dept time for reflection, whole school review and class review. Student voice collected to inform next steps.	Term 4 - PD Friday mornings	HODs/SLT	• Dept feedback and inclusion of new strategies in 2022. • Student voice collected across classes - whole school

Monitoring • Kahui Ako leaders, Feedback from staff, RSP/SCT - feedback to SLT at meetings
Resourcing • PD budget, relief as necessary, external presenters as necessary.

Professional Learning and Staff Wellbeing **Reviewing and refining strategies to develop a consistent approach to behaviour in the college** **Research and development of restorative processes**			
How/ what	**When**	**Who**	**Indicators of Progress**
Implementation and reinforcement of strategies for better student engagement, with reference to the Rosmini Behaviour Management Guide - KAMAR PLD around pastoral notes	Term 1-4	All staff, pastoral care team, SLT	Appropriate systems and processes followed on a regular basis Pastoral care data and tracking (KAMAR) Attendance data
Research into and professional learning of Restorative practice	Term 1-3 Ongoing	SLT & Deans All staff	Attend external PLD Report back at staff PLD
Monitoring • Pastoral Care team meetings and feedback • Staff and student feedback • Pastoral care data			
Resourcing • PLD around restorative • Staff PLD time during year			

Professional Learning and Staff Wellbeing **Ongoing staff wellbeing initiatives**			
How/ what	**When**	**Who**	**Indicators of Progress**
• Facilitate well being opportunities for staff to engage outside the classroom • Supporting staff by providing funds for professional development and career development • School Board supporting University qualifications through funding	Terms 1-4	School Board All staff	Participation in activities
• Supporting staff with consistency and clarity with standards and expectations around the College	Terms 1-4	School Board All staff	Processes and procedures clear and visible for staff and students around the College
• Retaining and rewarding staff through development of positive collegial relationships	Term 1-4	School Board Headmaster All staff	Open and trusting communication School Board initiatives to enhance staff wellbeing
Monitoring • Feedback from staff via survey platform (Ask Your Team)			
Resourcing • Support from School Board initiatives to enhance staff wellbeing • Support from Headmaster			

Pilot Programmes- Timetabled for 2022 **Year 11-13: NCEA wellbeing pilot programme (1 period/ week) Hauora Matauranga**			
How/ what	**When**	**Who**	**Indicators of Progress**
• Develop a Year 11-13 Academic Wellbeing programme, based on the success of the Year 11 programme piloted in 2020, with NCEA Wellbeing as the focal point and engagement with NCEA as an underlying principle. Year 11-13 Deans plus SLT to teach. 1 period per week. • The purpose of the programme is to facilitate stronger connections between Dean and student while providing an opportunity for increased academic engagement, tracking and support for all Year 11-13 boys. • Key aspects of the programme will include; academic goal setting and reflection, assessment calendars, study skills, careers, pathways and course selection and academic tracking, time management, persistence and resilience. • Other aspects of a traditional Health programme will be included around the NCEA Wellbeing aspects. Outside providers may be used to provide expert support.	2022	Year 11-13 Deans, SLT, GSW-Health RCL-Careers	Student, teacher and community feedback/voice reports positively on the programme. Level 1-3 NCEA results remain consistent/improve Pastoral care data shows a reduction in engagement related classroom incidents.
Monitoring • Academic tracking - progress towards NCEA (ECE/SJK) • Student voice (Year 11-13) • Report to SLT on progress			
Resourcing • Outside providers - Health (GSW) Careers (RCL)			

Pilot Programmes **Year 7 & 8: Learning Progression Frameworks and incorporation of The Resilience Project**			
How/ what	**When**	**Who**	**Indicators of Progress**
The Learning Progression Framework (LPF) - Online fortnightly webinars - Fortnightly Q& A sessions Trails in targeted level and learning areas, predominantly in English and Mathematics	Term 1 -4	DCP, PAK, CKJ, ARG	Cohesive framework on student progression from Year 7-10
The Resilience Project- Programme to be facilitated by key teaching staff, junior teachers and deans. Students have a period once a week. Structured programme developed by Tania Dalton Foundation. Staff awareness across the College about the programme.	Term 1-4	DCP, PFH, PAK	Feedback from students and staff
Monitoring • Self reflection and evaluation by teaching staff involved • Frequent checkpoint/ reflection meetings with SJK			
Resourcing • Relief time required for teachers to meet			

Community engagement **Refine and improve ICT strategies to enhance community engagement**			
How/ what	**When**	**Who**	**Indicators of Progress**
• Rosmini Old Boys development committee ongoing/newsletters, database updated • Events to engage Old Boys • 60th Jubilee	2022	NCC	• More old boys on database each year • Attendance at events • Sponsorship
• Social Media eg: Instagram/Facebook established and ongoing - consistency across • Investigate other eg: Twitter, LinkedIn • Investigate improvements to school promotional video • School website - continually updating • School TV - engage with wider community around topics of interest • School newsletters • Channel Magazine articles	2022 - ongoing	School Board *Appointment of support staff required*	• Greater levels of engagement • Monitoring use of School TV • Engagement with community around issues and attendance at events
Monitoring • Reflection and feedback from community			
Resourcing • Time, budget, support from School Board			

Special Character Improvement Plan 2021

Strategic Goal

Facilitate a communal encounter with Christ inspired by the charism of Antonio Rosmini

Annual Goal	**Annual Target**
➢ Establish a PD programme on Catholic character and Religious Studies	➢ Two PD sessions for all staff ➢ Minimum of 12 hours of PD per year for RE staff ➢ Weekly school masses (Form Class) ➢ Year level masses ➢ Retreat for selected year levels ➢ A team of retreat facilitators from the Rosmini Old Boys network ➢ Retreat for RE teachers ➢ Run a Sacramental Programme ➢ Community Mass every term
➢ Enhance communal opportunities in encountering Christ through prayer, liturgy and retreats	
➢ Increase understanding of social justice in the light of the Gospel.	➢ Coordinate and celebrate Social Justice week ➢ Training sessions for social justice groups/participants ➢ Contextualise curriculum engagement initiative such as the Resilience Project in the light of the Gospel

Baseline Data:

- Responses to the proposed sacramental programme
- Diocesian requirement for tagged teachers PD per year
- Strong social action needing alignment to gospel values as identified in the inquiry conducted among leaders and members of Young Vinnies

Key Improvement Strategies

Goal	When	What (examples)	Who	Indicators of Progress
1	Term 1	➢ Organise an all staff Catholic Character PD ➢ Organise PD for RE NCEA teachers to assist teachers with the introduction and incorporation of extra standards	Headmaster DRS	PD conducted
	Term 2	➢ Invite RE advisor to conduct PD on the newly released RE bridging document	DRS and RE Advisor	RE bridging document utilized as recommended
	Term 1-3	➢ Collaborate on junior task development	RE HOD RE Teachers	Develop new assessment tasks for junior students
Goal 2	Term 1- 4	➢ Schedule masses and coordinate with priests in the Takapuna Parish	Headmaster DRS RE Teacher/s School Chaplan	Year Level mass celebrated as scheduled
	Term 1 - 4	➢ Organise 4 year level retreats	DRS RE Teachers Deans	Retreats facilitated for all 4 year levels
	Term 1- 3	➢ Run the Sacramental Programme	DRS Headmaster RE Teacher Catechists	Participants are fully inducted to the faith in Term 3
Goal 3	Term 1	➢ Facilitate a seminar on Gospel values relevant to the	Head of Social Justice	Survey result obtained at the end of the year

		college's social justice initiatives		
	Term 3	➢ Conduct meeting with teachers to contextualise Caritas theme for the year to the current priorities of the college	DRS RE Teachers	Activities to celebrate Social Justice week are responsive to the Colleges' aspiration
	Term 1-4	➢ Faith Leaders (Headmaster and DRS) communicate Resilience Project values in the light of the Gospel to both the staff and students ➢ RE teachers unpack the gospel values alongside the key themes of the Resilience Project	Headmaster DRS RE Teachers	Assemblies or meetings where these values are communicated to the college staff and students Emphasis on Gospel values in relation to the Resilience Project themes
Monitoring Devise an evaluation instrument Consultation meeting on people involved				
Resourcing Utilization of RE Budget				

Careers Department Improvement Plan 2022/2023

Careers School Strategic Learning Goals	**Careers Annual Learning Target**
Years 7 and 8 focus on coping with intermediate changes and interactive careers, fun games. To engage years 9 and 10 students in exploring their qualities, skills and career's ideas. Years 11 to 13 are making connections between school and the real world, exploring their career interests and learning the self management strategies they will need when they leave school.	To engage all students in developing an interest in what occurs outside of school hours and improving students confidence and knowledge about life outside of school. This could include things like tertiary study, gap years, apprenticeships, volunteer work, part time jobs, interviews, CV's etc.

Key Improvement Strategies **1** To engage all students in reflecting on their qualities and discussing ideas with their peers

2 Also for staff to become more involved in their student's careers' exploration.

3 Broadening careers work to help equip students with some knowledge of how to cope with their finances after school eg kiwi saver, compound interest, sharesies, credit cards etc

When	**What**	**Who**	**Indicators of Progress**
Year 9 Term 2/ 3	Careers activities that expose students to some interesting jobs and activities Buzz quiz	RCL, 2 guest speakers/panel and selected teachers	Staff become more confident delivering careers curriculum and students more comfortable with discussing careers ideas and asking questions
Year 10 Term 2 and term 3	Careers Activities including using the platform career central and the Bullseye Quiz, Options evenings and individual session with students discussing their subjects for 2023	RCL, 2 guest speakers/panel and selected teachers at the option evening	Staff become more confident delivering the careers curriculum and students more comfortable with discussing careers ideas Students excited about what life after school may offer
Years 7 and 8 throughout the year	Learning enhancement activities where students explore job ideas in a fun, interactive way	PFH	Students confident asking questions about outside of school activities/jobs and engaging in the discussions
Years 11 to 13 Throughout the year	**Year 11** Through HMT classes students will complete card sorts on their work values, skills and occupational awareness	**Year 11** RCL, Expo outside providers, Year 11 HMT teachers	**Year 11** Students able to reflect and see what skills, values and interests are important to them, A C.V that students can use to get a part time job, students more

	. If time perhaps look at CV'S, all Year 11 students are encouraged to attend the Northshore careers expo, and are free to make individual careers appointments, on career central students complete a bullseye job interest quiz Discuss coping with anxiety and stress, exploring jobs on justthejob, John Holland Personality types, pre-careers interview form completed **Year 12** One on one careers counselling, Buying and Insuring a Car, explore University courses with Nomajordrama website, look at jobs in high demand, how do apprenticeships work , student directed sessions **Year 13** One on one careers counselling, Financial sessions, what's University really like, pro's and cons of Gap years, Explore their job interests by working or shadowing a worker, what employers want, growth verses fixed mindset, which University suits them the best, student choices are also asked for	**Year 12** HMT Teachers and RCL deliver the programme, guest speakers **Year 13** RCL, K. Belis, Each University comes in twice to discuss what they offer and then help students enrol. Guest lunchtime speakers cover a wide range of jobs available	aware of anxiety and stress issues and know who to ask for help Students more aware of the huge range of options available to them after school finishes **Year 12** More one on one appointments with RCL, students explore University and non university options. **Year 13** Students who are more confident dealing with outside agencies eg, employers, universities and I.T.O's. Financial literacy improved, more careers appointments with RCL, students leaving with a plan of action
Monitoring Feedback from students and teachers after career sessions regarding what worked well, what didn't and what was left out. Individual feedback from careers sessions about what else we could be doing to help. Feedback from parents after school activities			
Resourcing RCL is 0.6 careers timetable, GSW, PFH will use their class time. Funding is provided in the Career budget.			

Learning Support/Special Educational Needs Department Improvement Plan 2022

Strategic Learning Goal

Annual Goal: As in the NELPS, objectives 1 and 2: On the basis of good quality assessment information, Rosmini College SEN department wants to:

- identify students and groups of students: who have special needs (including gifted and talented students, academic, medical, physical and emotional needs)
- develop and implement teaching and learning strategies to address the needs of these students and aspects of the curriculum

Provide all students with a nurturing, safe environment, where every individual student's learning can be optimised by making accommodations for their specific learning style.

New Entrants: identify students with learning needs, medical and physical conditions, and low academic ability. Roll over support from previous schools or set up appropriate support at Rosmini College.

Year 7 and 8: Identify SEN students, pinpoint strengths and weaknesses of all students and allocate appropriate support through learning enhancement, teacher aide support, Maori/Pasifika tutoring, adapted teaching strategies, assistive technology, classroom accommodations or special assessment conditions.

Year 9-13: Identify SEN students. Provide accommodations to maximise their learning and achievement (teacher aide support, Maori/Pasifika tutoring, adapted teaching strategies, assistive technology, classroom accommodations or special assessment conditions)

We try to access and apply for funding and support from outside agencies and the Ministry of Education: Special Education when necessary.

An emphasis this year will be on re-engaging students who have been impacted by the interruptions of COVID. Together with Mr Hughes, SEN department will use resources to get students back to school. A lot of outside agencies have been involved (MoE, RTLB, Oranga Tamariki, Marinoto, Te Kura, ...)

Baseline data	**Target**
SEN department identifies students using following data: • Data from primary schools • PAT testing • Student reports (formal and informal assessments) • Teacher feedback	**We want all students to reach their "personal best".** We want to work towards getting the majority of our students to an "at standard or above" level of achieving compared to the expected curriculum level for their chronological age.

• Student feedback • Parent feedback • Data from Educational Assessment Reports • Curriculum levels and feedback from previous schools • Data from Lucid testing (screening tool for Specific Learning Differences) • Other tests for numeracy and literacy (Patoss, Probe, Numpa, SAST, ...).	Aim in Year 11 to 13 is to make sure students choose appropriate NCEA subjects and support them to achieve to the best of their ability, whatever academic level they are. The target of the SEN department is not always measurable in data, but we continually ask for student feedback to see where our students are at. IEP (Individual Educational Programs) are set up when needed, mostly to coordinate school and outside agencies.

Key Improvement Strategies

Our focus needs to be on adapting and provision of adequate programs due to the changing nature of the learning needs of our new entrants. Appropriate PD for staff needs to be implemented to adapt to the changing needs and different learning styles.

GATE students are being catered for by individual departments. In year 9 we have a top tier for Maths only, and in year 10 we have top tier English and Maths classes. Senior students are being provided with opportunities to sit standards in different levels and attend scholarship classes. A list has been drafted with extension opportunities available to all our students.

When	What	Who	Indicators of Progress
Term 1	Introduction of new staff to SENCO and procedures	SENCO	New staff is aware of who SENCO is and the role of SENCO.
	Setting up of support for students in class (Year 7-10). Implementation of remedial programs in identified student's time tables: Numeracy, Literacy, Learning Enhancement Programme.	SENCO - teacher aides - English and Maths department	Students who are struggling will be supported in class. Students' gaps in learning are closing up.
	Applying for NCEA Special Assessment Conditions.	SENCO	Eligible students will be able to make use of SAC for all assessments (internal and external)
Throughout the year	Identifying SEN students.	SENCO - teachers - students - parents - teacher aides	Student referral pathways are clear for teachers, students and parents.

	Making sure SENCO is known/visible/approachable to parents (especially new entrant parents) and students.		
	PLD for teachers: sessions during the course of the year. These are reminder sessions as they have been done in the past.	SENCO	Reminders: staff are familiar with the SENCO role and clear about referral and how to access information. Staff are aware of different learning barriers and how to accommodate them in class.
	Adequately advise staff of students with specific learning needs and keep KAMAR updated for teacher's reference. Email ongoing changes to relevant teachers.	SENCO	Staff are familiar with all the special learning needs of individual students they teach.
	Support of students in class or in small groups.	Teacher aides / teachers	Closing of gaps in learning and focusing on key competencies.
Term 4	Collecting information of all new entrant students by contacting/visiting their primary schools.	SENCO	By the end of the year, we would like information on all new entrant students to compile a temporary Special Needs Register and put students in appropriate 2023 classes.
	Testing of next year 11 students for SAC applications. This includes starting the applications for SAC for NCEA assessments online.	SENCO - teacher aides	Information gathering begins and needs to be completed by Term 1 2023
	Testing students for in-class-support (ICS)funding. Low level students.	SENCO - teacher aides	Results of the funding applications come in at end of the year. Will determine funding for teacher aide support in 2023.

	Identification of GATE students in English and Maths over all years for next academic year.	SLT, HODs, teachers	Information is gathered throughout the year.
	Identification of students needing extra support for Maths and English over all years for next academic year.	SLT, HODs, SENCO	Information is gathered throughout the year. Mid-year identification of priority learners.

Monitoring

We will keep monitoring by tracking students academic progress, but also listening to student voice (formal and informal). Availability at parent interviews, continuous contact with parents (especially in the intermediate years), meetings with parents and teachers, close working relationship with our Student Mentor.

Resourcing

SEN department staffing (SEG grant, funding and top-up from school):

- SENCO: MDB (full time)
- Full time Teacher aides: LL, SS, BK, EW
- Part-time Teacher aides: AB, CG

Resources come out of the SEN budget, but we also get extra funding for ICS (in class support) students (students in 2022), students with medical needs (High Health Needs Funding) and extra funding for programs, ie Learning Support Funding for year 11 + .

Changes ahead:

2021 saw the SEN department acquire a dedicated room. We have been using this for teacher aide tutoring, tutoring, SAC accommodations, break-out room and chill-out space.

An increasing number of students with more than two years of learning delay are coming through to NCEA level - option lines need to be considered (ongoing time-table/teacher issues).

The possibility of Learning Support Coordinators for our school/CoL needs to be explored. All SENCOs and SLT members from our CoL schools are working together with MoE liaison person, to get a universal Learning Support Register up and running to prepare for the move to the National Register Te Rito. This is ongoing and has lost momentum due to COVID interruptions and priority changes of MoE.

2022 Property Improvement Plan			
When	**What**	**Who**	**Indicators of Progress**
January 2022	Old gyms internal refurbishment	TRL	Completed
On Hold	Installation of air conditioning to targeted classrooms	TR, NC, OH	On hold
Term 1 2022	Old gym retaining wall drainage and landscaping	TRL, C.S.O., Rubix	On Schedule
Term 1 2022	Art kiln room refurbishment	TRL	Underway
2022	Auditorium lower area to be enclosed	TRL	Planning Underway
2022	Top field fence repair replacement	TRL	Planning
Term 1 & 2 2022	Drainage around cricket pitch area	TRL, Peter Wolfkamp, OMH	Quote under review
2022	C2 wall lining replacement	TRL	To be investigated
Term 1-4 2022	Cyclical maintenance plan refinement	TRL	Underway

Analysis of Variance	
Annual Targets- Targets for 2022	
NCEA Targets: Endorsements and University Entrance	
Level 1	75% Merit and Excellence
Level 2	65% Merit and Excellence
Level 3	60% Merit and Excellence
UE	85% Raise scholarship exam passes to 25
Maori	
- Raise endorsement and UE rates to be comparable with all students at Rosmini College *(see baseline data)*	
Pasifika	
- Raise endorsement and UE rates to be comparable with all students at Rosmini College *(see baseline data)*	

Years 9 & 10 Targets 2021

Years 9 (see Year 8 Data)

	Reading	Writing	Maths
Overall	90	90	90
Maori	66	80	80
Pasifika	90	90	90

Year 10

	Reading	Writing	Maths
Overall	80	80	90
Maori	75	70	90
Pasifika	70	70	90

Notes to Support Years 9&10 Data

Note that all data refers to End of the Year.

Maori reading targets for Year 9 2021 have been set at a modest 66% due to the low achievement data for that cohort in reading in 2020.

Intermediate Targets							
Year 7	**Overall**	**Maori**	**Pasifika**	**Maths**	**Overall**	**Maori**	**Pasifika**
Reading	80%	80%	80%	**Number Algebra**	80%	80%	80%
Writing	80%	80%	80%	**Measurement/ Geometry**	80%	80%	80%
Year 8	**Overall**	**Maori**	**Pasifika**	**Maths**	**Overall**	**Maori**	**Pasifika**
Reading	80%	80%	80%	**Number Algebra**	80%	80%	75%
Writing	80%	80%	80%	**Measurement/ Geometry**	80%	80%	50%
				Statistics/ Probability	85%	80%	65%

Notes to Support Academic Targets

NCEA Levels 1-3

NCEA Level 1 & 2 met targets both for overall NCEA pass rate and endorsements.
Level 3 was 0.6 off the target for endorsements and 6% off the UE target.

Years 7-10

With the disruption to the Auckland school year caused by covid the college was unable to conduct meaningful academic tracking of Years 7 to 10 for 2022. The 2021 data has been retained for reference.