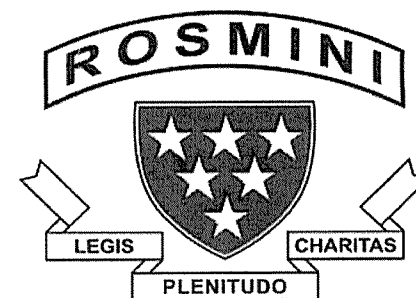


School Charter
Strategic and Annual Plan for
Rosmini College
2023-2024



Principals' endorsement:	Nixon Cooper
School Board endorsement:	Iain Gallie
Submission date to Ministry of Education:	31 March 2023

Rosmini College 2023 - 2024

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	<p>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.</p> <p>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.</p> <p>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.</p>
Special Character	<p>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.</p> <p>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.</p>

Baseline Data % Pass or School Context																
Students' Learning		Level 1					Level 2					Level 3				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
	Pass rate %	92	90	96	95	93	94	94	93	94	93	89	86	92	87	86
	Overall Endorsed %	71	65	71	75	57	61	62	58	65	64	53	65	57	59	59
	UE %											71	74	80	79	74
	Maori Pass Rate %	86	74	88	91	94	85	91	80	100	91	55	85	91	67	90
	UE											46	63	76	67	70
	Pasifika Pass Rate %	70	60	67	85	88	62	44	93	57	71	71	64	44	57	60
	UE %											50	57	22	50	20

2022 Years 9 & 10 Baseline Data
Percentage at or above Curriculum Level

Reading				Writing				Maths			
Year 10	Total	At or Above		Year 10	Total	At or Above		Year 10	Total	At or Above	
Total	164	108	66%	Total	164	121	74%	Total	170	124	73%
Maori	21	13	62%	Maori	21	13	62%	Maori	21	13	62%
Pasifika	11	3	27%	Pasifika	11	7	64%	Pasifika	12	5	42%
Reading				Writing				Maths			
Year 9	Total	At or Above		Year 9	Total	At or Above		Year 9	Total	At or Above	
Total	153	110	72%	Total	153	97	63%	Total	156	122	78%
Maori	27	17	63%	Maori	27	14	52%	Maori	27	20	74%
Pasifika	12	6	50%	Pasifika	12	4	33%	Pasifika	14	6	43%

2022 Years 7 & 8 Baseline Data
Percentage at or above Curriculum Level

Reading				Writing				Maths			
Year 8	Total	At or Above		Year 8	Total	At or Above		Year 8	Total	At or Above	
Total	161	143	89%	Total	161	147	91%	Total	161	126	78%
Maori	18	12	67%	Maori	18	15	83%	Maori	18	8	44%
Pasifik a	6	3	50%	Pasifik a	6	4	67%	Pasifik a	6	3	50%
Reading				Writing				Maths			
Year 7	Total	At or Above		Year 7	Total	At or Above		Year 7	Total	At or Above	
Total	156	113	72%	Total	158	146	92%	Total	162	105	65%
Maori	19	12	63%	Maori	19	18	95%	Maori	19	7	37%
Pasifik a	13	8	62%	Pasifik a	14	11	79%	Pasifik a	16	6	38%

Student Engagement			
	Attendance data by Year Level	Co-curricular participation data	Catholic Character data
	Year 7: 87.3% Year 8: 86.6% Year 9: 86.3 % Year 10: 86.4% Year 11: 86.3% Year 12: 86.8% Year 13: 83.5%	Sports Participation Students 64% Teaching staff 19%	Students were involved in the following Ministries: <ol style="list-style-type: none"> 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.
School Organisation and Structures	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, 3 Deputy Headmasters, 2 Assistant Headmasters, Head of Intermediate.		
Review of Charter and Consultation	The SLT and School Board review the Charter annually.		

Strategic Section

Strategic Goals/ Priorities		Core Strategies for Achieving Goals 2022 - 2023
Engagement	<i>Improved educational outcomes for all students.</i>	<p>Professional Learning and Staff Wellbeing</p> <p>Creating consistency around and across the college to ensure certainty for staff and students.</p> <ul style="list-style-type: none"> • 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 <p>Pilot programmes</p> <ul style="list-style-type: none"> • Year 11-13: Hauora Matauranga (Academic Wellbeing). Expansion of pilot programme with senior pastoral team. • Year 7: Local curriculum development, incorporation of Resilience Project. <p>Community Engagement</p> <ul style="list-style-type: none"> • Refine and improve ICT strategies to enhance community engagement. • Increased opportunities for guest speakers throughout the year. • Continued engagement with Rosmini Old Boys. • Maintain and increase engagement with Pasifika Fono and Te Roopu Rangatira.
Special Character	<i>Facilitate a communal encounter with Christ inspired by the charism of Antonio Rosmini.</i>	<ul style="list-style-type: none"> • 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
<p>Term 1</p> <p>More time provided for PLD - Friday mornings 8-9am continues through 2023</p> <p>All staff PLD on Catholic Character/ SEN students/ Department PLD.</p> <p>Workshops during term with different foci selected for T & 3- linking to wider school goals of increasing Lit/ numeracy and Te Ao Māori/Mātauranga Māori.</p> <p>External:Using Technology Better provider through PLD funding (ongoing in 2023 once PLD hours are submitted.)</p> <p>External: PLD funding hours for Physics/Science Teacher support (from 2022/23)</p> <p>External: Ongoing coaching PLD continues for Middle Leaders/Kahui Ako leaders</p>	<p>Term 1 PD time Friday morning</p> <p>Term 1 PD time Friday mornings</p>	<p>Kahui ako leaders/ SCT/ SENCO other teachers to share knowledge</p>	<ul style="list-style-type: none"> Teachers collaborating and engaged in the process, shared understanding of Code & Standards, shared understanding of Prof. growth Cycle. Strategies for classroom management/lit/numeracy and SEN students. Middle leadership group engagement through feedback - utilizing "coaching skills throughout the year with PLGs Term 2 and 3. 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.
<p>Term 2 & 3</p> <p><i>Strengthening culturally responsive practices with a focus on the professional growth cycle, Te Tiriti o te Waitangi. Staff professional learning development centered around tikanga, te ao Māori, Mātauranga Māori and te reo Māori.</i></p>	<p>Term 2 PD time Friday mornings</p> <p>TOD Term 2</p> <p>Term 3 PD time</p>	<p>Kahui Ako leaders to facilitate/HOD Te Reo/SLT</p>	<ul style="list-style-type: none"> Teachers engaged in process and workshop sessions and/or Department sessions. Teachers have a better understanding of the Prof. Standard Te Tiriti O Waitangi. Teachers are beginning to integrate <i>te ao Māori, Mātauranga Māori and te reo Māori</i> into classroom teaching practice.

<p>The terms PLD time will also have time for department curriculum reviews and refreshment.</p> <p>The 2 terms PLD time will also have choice of PLGs based on school wide goals: lit/numeracy strengthening as well as strengthening culturally responsive practices with a focus on the professional growth cycle, Te Tiriti o te Waitangi. Staff professional learning development centered around tikanga, te ao Māori, Mātauranga Māori and te reo Māori.</p> <p>Department time for NCEA changes - planning and supporting for 2024.</p> <p>Developing Cultural Capabilities for sustainability at Rosmini - currently applying for funding for this PLD</p>	Friday mornings		<ul style="list-style-type: none"> Department/subject specific focus - feedback from staff.
<p>Term 4 - Dept time for reflection, whole school review and class review. Student voice collected to inform next steps.</p>	Term 4 - PD Friday mornings	HODs/SLT	<ul style="list-style-type: none"> Dept feedback and inclusion of new strategies in 2023. Student voice collected across classes - whole school.
<p>Monitoring</p> <ul style="list-style-type: none"> Kahui Ako leaders, Feedback from staff, RSP/SCT - feedback to SLT at meetings 			
<p>Resourcing</p> <ul style="list-style-type: none"> PD budget, relief as necessary, external presenters as necessary. 			

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
<p>Implementation and reinforcement of strategies for better student engagement, with reference to the Rosmini Behaviour Management Guide</p> <ul style="list-style-type: none"> - KAMAR PLD around pastoral notes 	Term 1-4	All staff, pastoral care team, SLT	<p>Appropriate systems and processes followed on a regular basis</p> <p>Pastoral care data and tracking (KAMAR)</p> <p>Attendance data</p>
Research into and professional learning of Restorative practice	Term 1-3 Ongoing	SLT & Deans All staff	<p>Attend external PLD</p> <p>Report back at staff PLD</p>
Monitoring <ul style="list-style-type: none"> • Pastoral Care team meetings and feedback • Staff and student feedback • Pastoral care data 			
Resourcing <ul style="list-style-type: none"> • PLD around restorative • Staff PLD time during year 			

Ongoing staff wellbeing initiatives			
How/ what	When	Who	Indicators of Progress
<ul style="list-style-type: none"> Facilitate well being opportunities for staff to engage outside the classroom Ongoing social and wellbeing strategies 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Feedback from staff via survey, discussion and participation. 			
Resourcing <ul style="list-style-type: none"> Support from School Board initiatives to enhance staff wellbeing Support from Headmaster 			

Pilot Programmes- Timetabled for 2023

Year 11-13: NCEA wellbeing pilot programme (1 period/ week) Hauora Matauranga

How/ what	When	Who	Indicators of Progress
<ul style="list-style-type: none"> Continue development of Year 11-13 Academic Wellbeing programme. <ul style="list-style-type: none"> Previously based on 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; <ul style="list-style-type: none"> Academic goal setting and reflection Assessment calendars Study skills Careers, pathways and course selection 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. Study Skills session (Years 11 and 12) reinforced with parent evening and staff session by external provider (Term 2). Power to Persist programme (Term 1) years 10 and 11 targeted. External provider. 	2023	Year 11-13 Deans, SLT, GSW-Health RCL-Careers	<p>Student, teacher and community feedback/voice reports positively on the programme.</p> <p>Level 1-3 NCEA results remain consistent/improve</p> <p>Pastoral care data shows a reduction in engagement related classroom incidents.</p>
Monitoring <ul style="list-style-type: none"> Academic tracking - progress towards NCEA (ECE/JJD) 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) Trials in targeted levels and learning areas, predominantly in English and Mathematics Year 7 and 8.	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 <ul style="list-style-type: none"> • Self reflection and evaluation by teaching staff involved • Frequent checkpoint/ reflection meetings with DCP 			
Resourcing <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none">• Rosmini Old Boys development committee ongoing/newsletters, database updated• Events to engage Old Boys• 60th Jubilee	2023	NCC	<ul style="list-style-type: none">• More old boys on database each year• Attendance at events• Sponsorship
<ul style="list-style-type: none">• Social Media eg: Instagram/ LinkedIn/Facebook established and ongoing - consistency across• Investigate improvements to school promotional video• School website - continually updating• School newsletters• Channel Magazine articles	2023 - ongoing	NCC	<ul style="list-style-type: none">• Greater levels of engagement• Engagement with community around issues and attendance at events
Monitoring <ul style="list-style-type: none">• Reflection and feedback from community			
Resourcing <ul style="list-style-type: none">• Time, budget, support from School Board			

Special Character Improvement Plan 2023

Strategic Goal

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

Annual Goals	Annual Targets
<p>Continue with PD programme on Catholic character and Religious Studies</p>	<p>Four internal PD sessions for all staff (1 per term) Two compulsory required courses for all RE and Health staff Promote and encourage further study for all RE staff to meet accreditation goals of the Diocese</p>
<p>Enhance communal opportunities in encountering Christ through prayer, liturgy and retreats</p>	<p>Mass for each Year level with the parish/s (during retreats) Retreat for all year levels after COVID years. Reset the tone. Engage with NET Retreat facilitators offered by the Diocese Continue to develop relationship with Retreat facilitator team at St Joseph's that has been established Introduce a retreat for RE teachers Introduce a retreat opportunity for tagged staff Continue with the Sacramental Programme. Expand to recruit students who have not received sacraments of Initiation through active communication and reaching out to their parents to invite students to sign up Adjust and enhance Year 7 induction programme to be covered in RE classes on a progressive basis. Can be repeated in Year 8 Use form time more effectively by reinforcing Christian Catholic practice Create a shared resource folder for form time teachers Include the School Prayer, the Lord's Prayer, the Hail Mary in English and Te Reo to be said each week (one prayer per school day)</p>

Increase understanding of social justice in the light of the Gospel and continue to encourage more students to embrace service to the school and community	<p>Coordinate and celebrate Social Justice week</p> <p>Training sessions for social justice groups/participants (PH)</p> <p>Expand Rosmini Student Volunteer Army to encourage selfless service to our school and community</p> <p>Recognise service contribution through the awarding of pins</p>
Encourage and develop a closer working relationship with all local parishes, especially youth activities	<p>Include the digital links to local parishes on our school website</p> <p>Include local youth activities on daily school notices to encourage student attendance and participation</p> <p>Hold retreats at local parishes where our students attend</p>
Introduce a quality assurance programme for Catholic Character and RE	<p>Ensure every teaching and common indoor area of the school has a Crucifix</p> <p>All RE classrooms to have a picture of the Last Supper</p> <p>All classrooms and indoor areas where students visit must have the Catholic Character theme for the year displayed in a prominent place</p> <p>All RE classes must begin with a prayer and discussion of either the gospel message for the day or a brief discussion on the Saint of the day and why he/she was canonized</p> <p>Monitor the effectiveness of all Special Character activities</p>
Increase weekly mass attendance	<p>All classes to be rostered for 2023 and attendance recorded</p> <p>Request no sports or cultural meetings/events to be held on a Wednesday lunchtime break when mass is offered</p>
Improve pastoral care offering and general well-being	<p>Arrange for school chaplain to be available to guide and offer pastoral care support on a weekly basis</p>
<p>Baseline Data:</p> <ul style="list-style-type: none"> ➤ Responses to the proposed sacramental programme ➤ Diocesan 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 	

Rosmini Standards – Continued focus on quality practices that connect to the standards

Professional Learning Themes

Attending internal staff PD and Dept meeting times
Participating in external and internal PD opportunities
Working with others to improve student outcomes
Sharing practice with colleagues both informally and/or formally
Using a range of data to inform including student voice
Actively participating in PLGS that link to the Rosmini strategic direction and Kahui Ako streams
Reflection on teaching based on data and getting to know students better through SENCO lists, collaboration and data

Professional Relationships - themes

Communicating with parents/caregivers/whanau as necessary and timely
Professional expectations are met e.g.: attending briefings, parent interviews, duties etc
Creating a positive, safe classroom environment
Working alongside colleagues/outside agencies where necessary to support students
Building relationships with students by providing meaningful feedback on progress
Responding to enquiries promptly and in a professional manner

Learning-Focused Culture

Creating a welcoming, respectful classroom environment
Catholic character of the school is valued and recognized
Being a positive role model for students
Learning focused classrooms that use a range of strategies eg: BYOD, differentiation
Recognising different groups of students and their needs

Design for Learning

Knowledge of the NZC is evident in course design and planning
Learning is relevant, authentic and incorporates a range of teaching methods to cater for all learners
Students know what is required through feedback and detailed criteria

Reflective as a teacher – how can I help my students learn and make progress?

Focus on progress for all students

Differentiation in teaching

Beginning to integrate more culturally responsive teaching and approaches

Teaching

Use a range of data to inform teaching practice

Use a range of teaching strategies to connect with student learning eg: differentiation, TAI,

Group work,

Provide quality feedback that is timely and useful for students to progress their learning

Recognition of Maori learners in class and makes connections

Te Tiriti o Waitangi partnership

A focus on building relationships with students, whanau and wider community

Subject based learning about culture, beliefs, student identity, values

Recognition of inclusivity of culture, inclusive practice to foster positive relationships

Teaching content that is relevant and relatable to Maori culture More visibility with Maori learning and learners

More visibility with Te Reo, Haka and Powhiri

Topics for Special Character PD

1. Understanding what it means to be a Catholic character - Gospel Values

2. Unpacking and understanding the Rosmini Charism - Values, Pedagogy and Kaupapa (foundational values & principles)

3. Our School Prayer and its links with our school identity

4. Prayers during Form Time - living the prayers (Contemporary prayer encouraged)

5. The Catholic iterations of the PLG

Careers Department Improvement Plan 2023/2024

Careers School Strategic Learning Goals

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.

Careers Annual Learning Target

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 To encourage senior students to explore options after school, including work, study, training, gap years.
- 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	Students are engaged in discussing their results regarding personality and job interests

Year 10 Term 2/ 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. If time perhaps look at CV's, all Year 11 students are encouraged to attend the North Shore Careers Expo, and are free to make individual careers appointments,	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 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

	<p>on career central students complete a bullseye job interest quiz</p> <p>Discuss coping with anxiety and stress, exploring jobs on justthejob, John Holland Personality types, pre-careers interview form completed</p> <p>Year 12</p> <p>One on one careers counselling,</p> <p>Buying and Insuring a Car, explore University courses with Nomajordrama website, look at jobs in high demand, how do apprenticeships work , student directed sessions</p>	<p>Year 12</p> <p>HMT Teachers and RCL deliver the programme, guest speakers</p>	<p>Year 12</p> <p>More one on one appointments with RCL, students explore university and non university options.</p>
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	<p>Year 13</p> <p>One on one careers counselling,</p> <p>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 versus fixed mindset, which University suits them the best, student choices are also asked for</p>	<p>Year 13</p> <p>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</p>	<p>Year 13</p> <p>Students who are more confident dealing with outside agencies eg, employers, universities and I.T.O's.</p> <p>Financial literacy improved, more careers appointments with RCL, students leaving with a plan of action</p>
<p>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</p>			
<p>Resourcing RCL is 0.6 careers timetable, HMT teachers will use some of their allocated periods exploring careers ideas. Funding is provided in the Career budget.</p>			

Learning Support/Special Educational Needs Department Improvement Plan 2023

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.

Our ongoing emphasis 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 are involved (MoE, RTLB, Oranga Tamariki, Marinoto, Te Kura, ...). Low attendance of students has affected funding this year (students under 80% attendance are not eligible for individual funding).

Baseline data

SEN department identifies students using following data:

- Data from primary schools
- PAT testing in year 7-10

Target

We want all students to reach their "personal best".

<ul style="list-style-type: none"> ● E-asttle ● CEM testing in year 7 ● Student reports (formal and informal assessments) ● Teacher feedback ● Student feedback ● Parent feedback ● Data from Educational Assessment Reports ● Curriculum levels and feedback from previous schools/previous year ● Data from Lucid testing (screening tool for Specific Learning Differences) ● Other tests for numeracy and literacy (Patoss, Probe, Numpu, SAST, ...). 	<p>We want to work towards getting the majority of our students to an “at standard or above” level of achievement compared to the expected curriculum level for their chronological age.</p> <p>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.</p> <p>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.</p> <p>IEP (Individual Educational Programs) are set up when needed, mostly to coordinate school and outside agencies.</p>
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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 and learning barriers. In year 10 we have a Foundation English class, getting students ready for NCEA literacy requirements.

Individual departments are catering for GATE students. Senior students are being provided with opportunities to sit standards at 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 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. Making sure SENCO is known/visible/approachable to parents (especially new entrant parents) and students.	SENCO - teachers - students - parents - teacher aides	Student referral pathways are clear for teachers, students and parents.
	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 the individual students they teach.
	Support students in class or in small groups.	Teacher aides/teachers	Closing 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 the 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,
- Part-time Teacher aides: SB ($\frac{2}{3}$), ES ($\frac{2}{3}$), hiring at the moment for $\frac{2}{3}$

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.

This year we are excited to implement a numeracy and literacy program in the junior years to try bridge the substantial gaps in learning we are noticing from our new entrants. Together with the Maths department we are implementing the NUMICON program in year 8 and 9 (during form period and $\frac{1}{2}$ of period 1) to lift the basic maths skills of our students who are struggling most. We are also implementing a structured literacy program “The Code” in the LEN rotations in year 7 and 8.

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). This has not been implemented in timetable yet, but discussion with senior leadership is ongoing.

The possibility of Learning Support Coordinators for our school/CoL needs to be explored. As of recently, MoE has changed their criteria for the LSCs (or have they completely erased the option of getting this support for schools?).

2023 Property Improvement Plan			
When	What	Who	Indicators of Progress
Christmas Holidays and Term 1 2023	Old Gym Landscape & drainage project	Peter Wolfkamp, Sean Marshall, TRL	In progress
2023	Science Bank Improvements	TRL	Planning
2023	Improve usability of Tennis Court area. Stairs for top field, seating etc	TRL	Planning
2023	Drainage around cricket pitch	TRL, Peter Wolfkamp	Quote Under review
2023	Investigate drainage issues over the whole bottom field	TRL, Rec Services	Planning
2023	Reinstatement of area between TGG and Tractor Shed after the slip	TRL, Diocese, Property Committee	Waiting on insurance before planning can start
2023	Cyclical maintenance plan refinement	TRL	Underway

Analysis of Variance

Annual Targets - Targets for 2023

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 Scholarship	85% 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*)

Set the same targets as 2022. However the Level 1 % Endorsed is so low compared to previous years and even Decile 9 National data that strategies are required to ensure it may not occur again. There is also the danger it may reoccur this year in Level 2 and may occur in the 2023 Level 1 results too without intervention.

Suggested Strategies for Raising Student Achievement

- Clear statements to students and whanau about the importance of academic success.
- Close tracing of student data to highlight students not only at risk of not achieving NCEA but also on target for endorsements.
- Two senior leadership members with specific roles around monitoring, tracking and goal setting for Maori and Pasifika students.
- Appointment of a Scholarship Coordinator to identify, track and goal set for those students capable of scholarship. Assist in identifying, guiding and assisting those students entering scholarship.

Years 9 & 10 Targets 2023

Years 9 (see 2022 Year 8 Data)

	Reading	Writing	Maths
Overall	90	90	90
Maori	80	90	60
Pasifika	60	70	60

Year 10 (see 2022 Year 9 Data)

	Reading	Writing	Maths
Overall	80	70	90
Maori	70	60	80
Pasifika	60	50	60

Notes to Support Years 9&10 Data

Note that all data refers to End of the Year.

Targets for Year 9 and 10 2023 have been set at modest levels for some groups due to the low achievement data for that cohort in 2022.

Years 7 & 8 Targets 2023

Year 7

	Reading	Writing	Maths
Overall	80	80	80
Maori	80	80	80
Pasifika	80	80	80

Year 8 (see 2022 Year 7 Data)

	Reading	Writing	Maths
Overall	80	90	80
Maori	70	90	50
Pasifika	70	80	50

Notes to Support Years 7&8 Data

Note that all data refers to End of the Year.

Targets for Year 7 and 8 2023 have been set at modest levels for some groups due to the low achievement data for that cohort in 2022.

Actions for 2023 from 2022 Evaluation

Targeted Numeracy and Literacy support programmes in Year 7-10. The Code, Raz Kids, Numicon, Learning Enhancement.

Appointment of school-wide Literacy and Numeracy leaders with time allowance.

Introduction of Year 7 testing Term 1 2023 (CAMS) to generate baseline data. Look at Year 9 testing in 2025 to support Year 7 data.

Specific targeting of Year 7-10 Pasifika achievement across Reading, Writing and Maths. Focused priority for the newly appointed Literacy and Numeracy Year 7-10 Coordinators.

Specific targeting of Year 7 & 8 Maori achievement in Maths.

Notes on Targets for 2023 NCEA Level 1, 2 &3

Evaluation and Outcomes

NCEA Level 1

Overall pass rate was good at 93%. However, the percentage endorsed at Merit and Excellence was the lowest for many years at only 57% (significantly below the average of 71% and the target of 75%).

Year 11 were disproportionately struck by illness in particular Covid with resulting absenteeism in 2022. Furthermore they were more heavily impacted by lockdown in 2021 than the two senior years.

NCEA Level 2

Pleasing overall pass rate (93%) and endorsement rates were only 1% short of the target.

NCEA Level 3 & UE

Both overall pass rate and UE pass rate were down slightly on the 5 year average. The percentage endorsed was only 1% short of the target.

Scholarship results were very disappointing for the second year in a row with only 8. An attitude of indifference to scholarship success seems to have developed post covid.

Maori & Pasifika

Maori overall pass rates were outstanding ranging from 94-90% across the three year levels. UE pass rate was only 4% behind the overall school percentage.

Overall Maori endorsement rate was 39% compared to 60% for the whole school. It is hoped the appointment of a designated Maori academic support person will narrow the gap in 2023.

Pasifika overall pass rates declined as they went up through the school. Starting with a pleasing 88% at Level 1 and falling to 60% at Level 3. The UE pass rate was a very disappointing 20%.

Overall Pasifika endorsement rate was 18% compared to 60% for the whole school. It is hoped the reappointment of a designated Pasifika academic support person will narrow the gap in 2023.

Actions for 2023 from 2022 Evaluation

Emphasis on Merit and Excellence targets made clear to both staff and students.

Stronger importance conveyed to students (especially Year 12) on the importance of Merit and Excellence grades.

The appointment of a Scholarship Coordinator teacher to clearly articulate the importance of scholarship and coordinate the efforts of staff and students.

The appointment of the new HOD Te Reo Maori as Maori academic and pastoral support.

The reappointment of DP as Pasifika academic and pastoral support.