



## 2020 ANNUAL PLAN

*Kavanagh College exists to provide excellence in 21<sup>st</sup> Century teaching and learning in a climate of faith and pastoral care for the people of Dunedin and Otago.*



## Context and Baseline Data

Kavanagh College is a year 7-13, Catholic, co-educational college, decile 8, in the heart of Dunedin city. We are one of twelve secondary schools in the Dunedin area. Traditionally, the majority of our year seven students come from Catholic primary schools in Dunedin

Our 2020 roll is approximately 690 students with 12.6% Maori, 8.4% Pasifika, and Filipino students 2.3% of our total roll. There are currently 18 FTE international students enrolled for the 2020 year within this number.

Kavanagh College is a member of the Dunedin Catholic Schools' Kahui Ako made up of 10 schools and we have three learning support coordinators working across our community from 2020. One of these will be based at Kavanagh College working primarily with our students and staff.

A new principal was appointed in September 2019. The current Deputy Principal was acting principal for six months of 2019 prior to the new principal beginning.

<b>Baseline Data</b>					
<b>Student Achievement</b>  <b>NCEA and UE</b>		<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019 (tbc)</b>
	<b>Level 1</b>				
	All	85.6	89.7	90.3	81.9
	Māori	78.9	86.7	85.7	66.7
	Pasifika	73.3	72.7	92.9	64.3
	Male	85.1	91.8	88.5	71.2
	Female	86.3	87.5	91.7	90.6
	<b>Level 2</b>				
	All	91.2	81.5	87.8	88.1
	Māori	66.7	70.0	76.9	94.1
	Pasifika	71.4	64.3	70.0	71.4
	Male	88.9	83.6	86.7	91.7
	Female	93.0	78.9	89.1	85.7
	<b>Level 3</b>				
	All	72.0	69.0	75.2	73.4
	Māori	72.7	44.4	76.9	41.7
	Pasifika	50.0	50.0	58.3	50.0
	Male	64.1	61.2	75.9	58.7
	Female	77.0	75.0	74.5	87.5
	<b>UE</b>				
	All	65.0	59.3	64.8	64.9
	Māori	72.7	33.3	53.8	41.7
	Pasifika	37.5	50.0	33.3	33.3

Male	56.4	55.1	61.1	50.0
Female	70.5	62.5	68.6	79.2

*Above decile 8-10 national data for the same period*

### Analysis

#### 2018

- Data was an improvement on the last two years when compared with other decile 8-10 schools nationally.
- Level 3 and UE is of concern where there appears to be a drop in achievement. A correlation may be found with attendance where year 13 data is generally lower than other cohorts. Further investigation into year 13 engagement is required.
- Level 2 Maori and Pasifika achievement is lower than comparable schools
- Girls tend to achieve slightly lower than their counterparts in other schools at Level 1
- Boys are strong in their achievement against comparable schools at Level 1 and 2; this drops off significantly at Level 3 and UE.

#### 2019 (unconfirmed)

- Level 1 data was lower than in past years which was a reflection of the boys' data. The girls' data was very good compared with previous years
- Level 2 achievement continues to be higher than that of comparative schools and in 2019 was boosted by very good Maori and boys' achievement
- Level 3 males achieved significantly behind their female counterparts. This was a similar situation in UE achievement, however the overall UE result was still ahead of decile 8-10 schools nationally
- Areas of concern continue to be Pasifika results at all levels; and Level 3 and UE boys' achievement

### Student Achievement

### NCEA Endorsements

	2016	2017	2018	2019 (tbc)
<b>Level 1</b>				
Excellence	37.6	21.9	34.8	31.6
Merit	36.6	41.0	33.0	34.7
Combined M&E	74.2	62.9	67.8	66.3
<b>Level 2</b>				
Excellence	30.7	29.7	29.7	33.7
Merit	25.4	26.7	24.8	26.9
Combined M&E	56.1	56.4	54.5	60.6
<b>Level 3</b>				
Excellence	15.3	21.8	25.3	29.0
Merit	30.6	25.6	29.1	18.8
Combined M&E	45.9	47.4	54.4	47.8

*decile 8-10 national data for the same period*

**Analysis**

**2018**

- Excellence endorsements remain high compared with comparable decile 8-10 schools nationally.
- Combined merit and excellence endorsements trends tend to be stable at level 2 and similarly at level 1 and 3 except for the year 13 cohort of 2018 which had higher combined endorsements at these levels.
- When combined, the endorsement rate from 2016 to 2018 is higher than that of comparable schools in 4/9 cases.

**2019 (unconfirmed)**

- Excellence endorsements remain high compared with comparable decile 8-10 schools nationally.
- At Level 2, the combined M&E endorsements were higher than in comparable schools; at Levels 1 and 3 these were consistent with past years.

**Student Engagement**

**Stand-down, suspension and exclusion data**

Year	Stand-down days	Suspensions	Exclusions
2016	25	0	0
2017	29	8	1
2018	38	7	1
2019	15	2	1

**Attendance 2019**

Year	7	8	9	10	11	12	13	Whole School
<b>Total Absence %</b>	16.0	9.0	12.3	11.4	12.4	26.6	32.8	20.4

	<b>Ethnicity</b>	<b>Maori</b>	<b>Samoan</b>	<b>Cook Island Maori</b>	<b>Fijian</b>	<b>Tongan</b>	<b>Other Pacific People (average)</b>	<b>Other</b>
	<b>Total Absence %</b>	23.7	26.0	24.0	15.3	25.7	44.8	19.3
<b>Review of Charter and Consultation</b>	A strategic plan was adopted by the BOT for the period 2018-2022. The new Principal and Board of Trustees intends to review this plan during 2020 and use a transitional annual plan during this period derived from consultation with staff, due to a new principal being in place from September 2019. Consultation for the 2021 strategic plan will involve staff, students, and the wider college community.							

## Improvement Plan – Special Character

### Annual Goals

- Integration of Catholic perspective into curriculum and learning
- Develop a student liturgy committee to make the special character more visual in the College and have more student participation
- Develop, implement and review a revised Sexuality Programme for years 7-12

### Other aims

- Review of Dimension One “Encounter with Christ”
- Connection of the Envirogroup strategy to the Principle of Stewardship (Catholic Social Teachings)

### Baseline data

Some staff can integrate Catholic perspective across the curriculum  
 Sexuality programme currently under review  
 Small number of Year 13 prefects currently involved in liturgy within school  
 Envirogroup work is not perceived to be linked to Catholic character  
 Implementation for dimensions for self-review in early stages

### Annual Target

All staff understand how to link Catholic teachings into curriculum delivery  
 Develop, implement and review a revised Sexuality Programme for years 7-12  
 Opportunity for students to bring faith alive – e.g. sacramental programme, Eucharistic ministers, assemblies, liturgies, chapel  
 7-10 reader/writer assistance from senior students as act of service and opportunity to enable 100% achievement in junior RE programme  
 Envirogroup strategic plan has deliberate links to the principle of stewardship (Catholic Social Teachings)

### Key Improvement Strategies

When	What	Who	Indicators of Progress...
Term 1	Parent consultation on sexuality programmes Programmes developed with particular emphasis on year 8,10 and 11 programmes	DRS	Establish separate year level programmes. Agreement on what is to be taught Survey of students to ensure their needs are being met.
Term 1	Review envirogroup strategic plan to incorporate the principle of stewardship	Enviro group - staff and students	Strategic plan reviewed Opportunities used to incorporate CSTs in the sharing of envirogroup’s information

Term 2	Establishing a liturgy committee representative of year levels.	DRS Senior students	Establishing a small group of students, at each level, to support the liturgies, assemblies and chapel to make them more student driven.
Term 2	Dimension One "Encounter with Christ" review	P, DRS, BOT	Report to the Board and in attestation to the Diocese regarding the dimension reviewed
Term 2-4	Staff professional learning will include developing understanding of the Catholic social teachings	DRS, P	Staff will incorporate the CSTs into curriculum delivery

### **Monitoring**

Through regular DRS/P meetings; reporting termly to the special character committee of the Board against the annual plan  
Staff, student and whanau voice as applicable

### **Resourcing**

PD costs for DRS throughout the year including the DRS conference

Build up the number of 'YOUCATS' in the College.

Resources for retreats.

Replacement policy of the Jerusalem Bibles on a cycle

Replacing some of the religious art in the College.

Looking at some PLD with other Catholic Colleges to share ideas and resources at the senior level, and DRS conference

## Improvement Plan – Teaching and Learning #1 - NCEA and UE Achievement

### Annual Goals

- To achieve NCEA L1-3 and UE at least the equivalent of comparable schools nationally (decile 8-10)

### Other aims

- Review year 12 and 13 learning programmes and related student engagement and achievement
- Develop an academic mentoring system to support student achievement and ensure regular monitoring of progress

### Baseline data and Annual Target

% Achievement	2016	2017	2018	2019	2020 Target
NCEA 1	85.6	89.7	90.3	81.9	90
NCEA 2	91.2	81.5	87.8	88.1	85
NCEA 3	72.0	69.0	75.2	73.4	80
UE	65.0	59.3	64.8	64.9	65

*decile 8-10 national data for the same period*

### Key Improvement Strategies

When	What	Who	Indicators of Progress
Pre-Term 1	System changed to have a course and career interview for students identified as needing course guidance	SLT, Deans	Less changes to subject choices throughout the year Smaller number of students changing timetable in first week of school (therefore more settled start) Improved achievement and engagement because of a more appropriate course for individuals
Term 1-4	Academic mentoring for all year 13 students	Staff; Year 13 Dean	Improved achievement at NCEA L3 and UE Improved attendance at year 13 Positive student voice re mentoring programme; improved wellbeing at year 13
Term 1&2	Use the Learning Support Register developed by the Learning Support Coordinator to identify students in need of extra support	LSC; Deans	
Tm2 Wk 6 & Tm 3 Wk 6	Milestone reporting Years 11-13 will result in deans monitoring individual targeted at-risk students	Deans; HODs; SLT	Improved achievement at NCEA levels 1-3 and UE Tracking of at-risk students by deans with timely, responsive supports put in place



Term 1 - 4	Improve data access and analysis for decision making Staff meeting PD SLT analysis and monitoring Response to data implemented	SLT and HODs	Student progress monitored throughout the year Responsive curriculum in place Accelerated programmes available as and when required
<b>Monitoring</b>			
<ul style="list-style-type: none"> <li>• Mentoring data (Edge)</li> <li>• Attendance monitoring</li> <li>• Achievement data</li> <li>• HOD curriculum review documents</li> </ul>			
<b>Resourcing</b>			
PD opportunities as applicable			

Improvement Plan – Teaching and Learning #2 - Digital Learning and Digital Technologies (aligned to kahui ako work)			
<b>Annual Goals</b>		<b>Other aims</b>	
<ul style="list-style-type: none"> <li>• To increase the consistency of quality digital learning pedagogy across the college</li> <li>• To ensure the implementation of the Digital Technologies curriculum</li> </ul>		<ul style="list-style-type: none"> <li>• Use learner agency to encourage digital learning</li> </ul>	
<b>Baseline data</b>			
Some staff use digital learning through Google Classroom regularly. Digital technologies not formally implemented. Digital readiness data from Kahui Ako survey 2019.			
<b>Annual Target</b>			
100% of students identify digital learning opportunities at least weekly in their curriculum learning			
90% of staff report using more digital learning within their curriculum delivery in November 2020 compared to March 2020			
Digital technologies implementation in 2021 after an improvement in the digital readiness by November 2020			
<b>Key Improvement Strategies</b>			
<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b>
Term 1 & 2	Systems - Review and update systems for devices and current digital citizenship programmes and procedures. Audit of IT equipment and cloud migration planning.	MOR; P; DP; IT Technician	Up to date systems in place for responsible and effective device use
Term 1	Pedagogy - Use the digital readiness self-review tool to determine next steps.	MOR; Principal	Self-review tool completed

	Student and teacher voice regarding use of digital learning in the classroom		
Terms 1-4	Regular and targeted PD through weekly professional learning cycle	JAM & MOR	Staff engagement in PD followed by use in the classroom Staff acknowledge increasing capabilities in digital pedagogy
Terms 1-4	Use PD offered by the Kahui Ako to enhance staff knowledge and application into curriculum	P; ADA	Staff engagement in PD followed by use in the classroom Staff acknowledge increasing capabilities in digital pedagogy

### Monitoring

Strategic Management Team feedback  
 Student and Staff voice  
 Edge pastoral entries - IT misuse  
 Classroom observations  
 PD engagement and needs assessment  
 Regular input from AST and WST Kahui ako

### Resourcing

Experts for PD delivery  
 Support for device purchasing by students  
 PD via Kahui Ako

## Improvement Plan – Teaching and Learning #3 - PACT and LPF (aligned to kahui ako work)

### Annual Goals

- To use the learning progressions framework (LPF) in all curriculum areas to accelerate writing in years 7-10

### Other aims

- Continue to use PaCT as a tool for measurement and next steps
- Use Learner Agency as a tool for developing writing contexts

### Baseline data

Past year; Previous PACT data for 10 at each level (targeted)

### Annual Target

TBC as set by Kahui Ako

### Key Improvement Strategies

When	What	Who	Indicators of Progress
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Terms 1-4	Literacy intervention/acceleration groups in place for year 7-10	HOD Engl; SLT	Improved PACT data for target groups over 9-month period
Terms 1-2	Use the Learning Support Register developed by the Learning Support Coordinator to identify students in need of extra support	LSC; Deans	
Term 1	Targeted students identified for 2020; systems adjusted to allow regular dialogue about progress of targeted students.	ADA and KER; LSC	LSC, AST, WSTs coordinate monitoring opportunities and informal professional learning opportunities to accelerate students
Term 1 - 4	PD available for staff re PACT and LPF		
Term 1 - 4	Improve data access (including PACT) and analysis for decision making Staff meeting PD SLT analysis and monitoring Response to data implemented	SLT and HODs	Student progress monitored throughout the year Responsive curriculum in place Accelerated programmes available as and when required
<b>Monitoring</b> Strategic Management Team feedback from staff Data monitoring and analysis - PACT/PATs Deans/teacher meetings			
<b>Resourcing</b> Staffing available for literacy acceleration interventions External PD as required Ongoing resourcing through the Kahui Ako			

### Improvement Plan – Teaching and Learning #4 - Curriculum Review

<b>Annual Goals</b> <ul style="list-style-type: none"> <li>Review curriculum delivery in years 7-9 with a deliberate focus on student led, integrated learning</li> <li>Year 7-9 long term curriculum plans developed for use in 2021</li> <li>Year 12 and 13 curriculum review completed</li> </ul>	<b>Other aims</b> <ul style="list-style-type: none"> <li>Develop curriculum plan for 2021 and 2022</li> <li>Investigate the use of capabilities as progress indicators</li> </ul>
<b>Baseline data</b> Engagement at 12 and 13 (refer to attendance data above)	

Progress data year 7-9; Achievement data for years 12 and 13

### Key Improvement Strategies

When	What	Who	Indicators of Progress
Term 1	Student voice; Parent and whanau voice		Report on feedback created to inform the teacher only day discussion
Term 1	Teacher only day focus		Draft plan for 2020/21 developed with whole staff input
Term 2 Wk 3 and ongoing	Scoping of options Consultation with community		Development of a roadmap for curriculum review consultation, development and implementation 2021/2022
Term 1 - 4	Improve data access and analysis for decision making Staff meeting PD SLT analysis and monitoring Response to data implemented	SLT and HODs	Student progress monitored throughout the year Responsive curriculum in place Accelerated programmes available as and when required

### Monitoring

Monitor against a 2020/21 timeline (dvpd after teacher only day)  
Feedback from and input by the Strategic Management Team

### Resourcing

Visiting other schools, PD speakers  
Time created for development of programmes

## Improvement Plan – Wellbeing #1- Positive Education/Restorative Practices

### Annual Goals

- Review, implement and monitor behaviour management systems
- Strengthen staff knowledge and use of restorative justice

### Other aims

- The pastoral systems reflect the core values and have foundation in the Gospel
- Create a learning environment of high expectations that is safe, positive and inclusive
- A focus on being positively proactive as compared to reactionary

### Baseline data

Some staff trained in restorative and using it regularly  
 Conflict between a punitive and restorative environment  
 Punitive responses are not changing behaviour  
 Negative to positive data entries are 5:1

### Annual Target

Use musac pastoral data re targets for disruptive classroom behaviour  
 Include in the strategies, formalized systems improvement for information sharing and action  
 Improve the ratio of positive to negative data entries

### Key Improvement Strategies

When	What	Who	Indicators of Progress
Termly within in-school PLD calendar	Positive Education philosophy - conference training. Integration of principles of wellbeing Tuturu - proactive education for wellbeing, review and develop needs plan to implement cross curricular Regular Training in RJ as applies to entries (issues) PLD on use of MUSAC	Those trained in RJ	Staff engagement and development in wellbeing principles and actions
Term 1 and 2	Review the positive reinforcement systems currently in place. Survey staff and students what works.	KER, Staff, council	Determine the way forward for positive reinforcement
Terms 1-4	Monitor behaviour data and implement support as required, Every second deans meeting - twice a term. Look at trends and make a response plan for PLD	SL, Deans - RJ Team	Progress made in student behaviour and learning when data reviewed

**Monitoring**

Deans meetings; PLD engagement and feedback; data analysis

**Resourcing**

Training in RJ - Marg Thorsborne to build numbers trained; PENZ conference

### Improvement Plan – Wellbeing #2 - Maori and Pasifika

**Annual Goals**

- Review and develop Maori and Pasifika strategic plans

**Other aims**

- Strengthen community connections with the college

**Baseline data**

Feedback from previous hui and fono

**Annual Target**

Strategic Plan for Maori and Pasifika developed and in place for 2021

**Key Improvement Strategies**

When	What	Who	Indicators of Progress
Term 1	<p>Meet firstly with key representatives of the Maori and Pasifika communities</p> <p>A liturgy to welcome new teacher</p> <p>Cultural Prefects to work with staff on cultural competency - especially pronunciation</p>	Principal, KER, BRE, LUC	Meetings allow for next steps to occur smoothly
Term 2	<p>Hui and Fono held off-site for Maori and Pasifika families. Opportunity for community voice for planning</p> <p>Staff meeting report back on wants/needs/goals of the communities</p>	Principal, KER, BRE, LUC	Feedback and feedforward from the Maori and Pasifika communities

Term 3 and 4	Strategic plans developed for implementation 2021	Principal, KER, BRE, LUC	Plans in place for 2021 and beyond
<b>Monitoring</b> Community voice			
<b>Resourcing</b> Hui and Fono costs			

## Improvement Plan – Communication

<p><b>Annual Goals</b></p> <ul style="list-style-type: none"> <li>● Review and refine methods for communication with students, parents and whanau</li> <li>● Review, implement the reporting system for student achievement</li> <li>● Strengthen alumni connection</li> <li>● Strengthen marketing strategy with wider community with a deliberate focus on increasing enrolments</li> </ul>	<p><b>Other aims</b></p>		
<p><b>Baseline data</b></p> <p>Different forms of digital communication to community can be confusing          Reporting systems can be onerous for staff - refer report survey data staff and parents          Positive community marketing required to grow roll and community          Alumni numbers (formal) are small</p> <p><b>Annual Target</b></p> <p>Alumni growth in numbers          Streamlined and clear communication systems understood by parents, whanau and staff          Communication developed with parishes; media presence positive; diagnostics re communication with community improved</p>			
<p><b>Key Improvement Strategies</b></p>			
<b>When</b>	<b>What</b>	<b>Who</b>	<b>Indicators of Progress</b>
Term 1	Review and determine diagnostics re current communication methods - ATLS, Edge portal and app, social media, newsletter	Principal; CAM; IT and office staff	Review of current situation completed
Term 2	Streamlined system trialled based on review; Education for community re systems; Parish connection in communication (print media); media push in preparation for enrolments	Principal; CAM	Systems clear and communicated
Term 2	Meet with alumni to determine support to grow numbers	Principal, CAM	Strategic plan developed
Term 4	Parent and whanau voice to review streamlined communication methods	Principal, CAM	Review indicates improvement



**Monitoring**

Review regularly throughout the year - formal and informal feedback

**Resourcing**

Media and marketing costs

## Other 2020 Key Improvement Strategies to Achieve Vision

### Year 7-10 Literacy

#### Targets

To have 36% of Year 7/8 students working above the expected level, 57% working at the level.

To have 45% of Year 7/8 students working above the expected level, 51% working at the level.

<https://docs.google.com/spreadsheets/d/1VB8ias6TJrIWbQFt3Adpl0wOCYBaKN77B4ShRX0TacM/edit#gid=0>

#### Strategies

Actions to achieve target	Led by	Timeframe
Interpret diagnostic testing from PAT data and PACT reading and writing samples to inform teachers as to which students need extra support or extension.	FOR	Term 1
Construct a vertical curriculum in consultation with all department members to ensure consistency in the teaching of English skills and understanding. This will make LI/SC, resources, pedagogical processes and assessments consistent.	FOR, MCG	Throughout the year
Plan and deliver staff professional development to upskill teachers at Kavanagh College with consistent literacy strategies to all be teachers of reading and writing.	FOR in consultation with English dept.	Throughout the year
Use English department meetings to discuss what professional development is required by English teachers to continue to learn strategies to support and extend students. Also use these meetings to monitor at-risk students and then plan/implement strategies to support them.	FOR in consultation with English dept	Throughout the year
Promote and enter students in English-related competitions to extend students with their learning outside of the classroom setting.		Throughout the year

### Year 7-10 Numeracy

#### Targets

Lift student numeracy performance by an effect size of at least 0.4 (or the equivalent of one year's learning) as measured by pre and post test data (PAT and Numeracy framework).

#### Strategies

Actions to achieve target	Led by	Timeframe
Ensure that diagnostic <u>pre</u> -testing is completed including PAT, Numeracy framework testing, Y9-10 benchmark. Ensure each teacher subsequently:	KEL (HOD)	Term 1

a) uses the data to identify students (especially Maori and PI) who need further support and those who need extension. b) plans lessons according to the curriculum progressions and student needs c) trials the use of LPF and PACT (with a view to implementing PACT in 2021)		(throughout year)
Hold regular meetings with the Intermediate department and Y9-10 Maths department to discuss progress of students Adjust programmes where necessary.	KEL (HOD), CAM (Int Dept Head)	Throughout the year
Provide support (planning lessons, problem-solving sessions, lesson observation) and organise resources (both paper and digital) for Year 7-10 maths teachers.	KEL (HOD), CAM (Int Dept Head)	Throughout the year
Organise Maths PD around improving the quality of teaching (evidence-based approaches), specifically around the main department goal of improving aspects of formative assessment (such as success criteria, diagnosis, feed forward, collaborative learning, students owning their learning).	KEL (HOD), SMT	Throughout the year
Ensure <u>post</u> -testing is completed to allow effect sizes to be determined. Findings are analysed to inform progress, staffing, resources and planning for the following year.	KEL (HOD), SMT	Numeracy Term 1 PAT Term 4
Monitor and evaluate the effectiveness of teaching practice and tailor access to PD according to identified needs.	SMT	Ongoing, Dept review

### Property

- Development, implementation and review of 10-year maintenance plan
- Engage with Diocese re 10-year property plan
- Monitoring by the Resource Committee regularly (8x) throughout the year

### Finance and Resourcing

- Review of International Department Term 2
- Continue to refine budgeting methods and budget reporting to ensure transparency and understanding
- Develop stronger curriculum budget setting and monitoring methods
- Monitoring by the Resource Committee regularly (8x) throughout the year
- Investigate ways to increase resourcing

### Kahui Ako

- Maintain strong relationships with other schools through full participation in Kahui Ako events, professional learning, and at principals' meetings
- Ensure that the Kahui Ako achievement challenges align with current work and professional learning within the college
- Provide opportunities for Kahui Ako primary schools to gain transition experience and information through initiatives within the college

### Development of new Strategic Plan

- Deliberate consultation opportunities with staff, students, and wider community through current structures (e.g. PFA; Alumni; student council)

- Analyse recent review information; achievement and progress data; pastoral and engagement data; HOD effectiveness reports
- Ensure current knowledge of educational direction and trends are investigated
- Alignment with direction of the achievement aims of the Kahui Ako
- Use ERO and special character review feedback

### Internal Review

- Implement and refine the BOT Triennial Review Plan
- Implement and refine the methods used for internal review by comparing with other models and using feedback from internal reviews
- Ensure all policies and procedures are in place, reviewed, understood and accessible to relevant parties