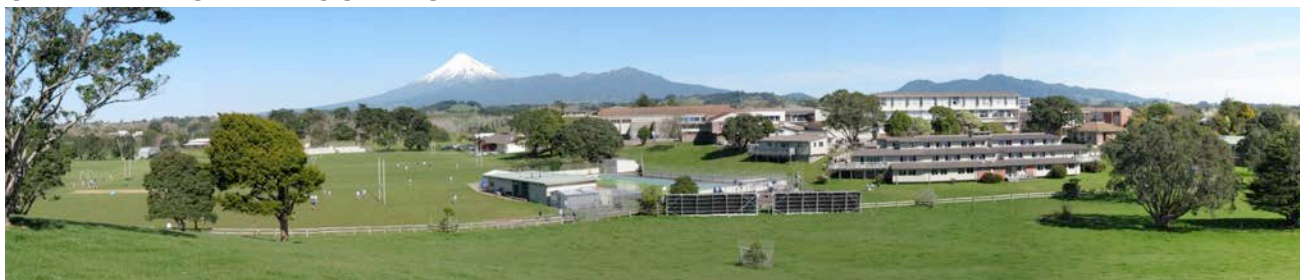


# FRANCIS DOUGLAS MEMORIAL COLLEGE – NEW PLYMOUTH



## ANALYSIS OF VARIANCE ANNUAL REPORT ON 2017

### OVERVIEW OF THE COLLEGE



#### Type of School

Francis Douglas Memorial College, founded in 1959, was administered as a boarding and day school for Catholic boys since its foundation by the De La Salle Brothers in conjunction with the Catholic community of Taranaki until their departure in 2009. It was named after Father Francis Vernon Douglas, initially an assistant priest at St. Joseph's Parish, New Plymouth, and later a Columban missionary in the Philippines. The College was integrated into the state system in 1982. Its maximum roll is presently 815. Students are primarily from the Taranaki province and approximately 16 percent identify as Tangata Whenua. There are increasing numbers of Pasifika and students of Asian descent. The Brothers remain as Proprietors and continue to have a strong supportive role in the College.

#### Catholic and Lasallian Identity

Francis Douglas Memorial College is a Roman Catholic educational community where students are invited to lead lives based on Christian values. They are encouraged to develop themselves through participation in the religious life of the College and in a Religious Education curriculum firmly grounded in faith and morals.

#### The Mission of Lasallian Education

"The purpose of this Institute is to provide a human and Christian education to the young, especially the poor, according to the ministry which the Church has entrusted to it." (*Rule -Brothers of the Christian Schools*)

#### The Mission of the College

Francis Douglas Memorial College exists to educate students for life. It is a place where people share the Good News of Jesus Christ within a Catholic environment and in keeping with the courageous spirit of Father Francis Douglas and the Lasallian tradition.

#### Aims

Francis Douglas Memorial College aims to provide a Catholic, Lasallian education that:

- prepares young men for further education, work and life
- caters for spiritual, academic, physical, cultural, vocational and social development
- recognises and promotes the dignity of each student
- is moral, caring, and joyful
- seeks to challenge its students to serve others, especially the poor, and to deepen a sense of responsibility for humanity's future
- provides for students with varied academic needs and diverse social, cultural, and economic backgrounds and does so in partnership with parents and all those who are committed to living the Lasallian heritage
- develops policies and practices that promote an understanding and respect for all cultures and recognises the unique position of Maori as the tangata whenua

#### School Objective

As a Catholic College, we expect that a graduate of the school will be:

**A man of Faith** and integrity who prays, integrates Gospel values and appreciates our Catholic, Lasallian tradition.

**A man of Service** who willingly serves others (especially the poor)

**A man of Community** who respects himself and others, embraces social and personal responsibility, and nurtures a healthy lifestyle.

**A man of Scholarship** who thinks creatively, critically, independently and collaboratively while striving for academic excellence.

## ANNUAL PLAN 2017 (with variance evaluation)

PRIORITY AREAS	INTENDED DIRECTIONS	TASK	TARGET	PROGRESS
1. Special Character and Lasallian ethos	3. Religious Studies programmes will be effectively presented.	The RE curriculum from Years 7 - 10 will be successfully realigned	The 2018 Special Character review attests to its success	Considerable work has been done and with the appointment of a TIC of Y7-10 RE and another specialist teacher of RE, this curriculum area has made excellent progress towards a positive review.
2. Students and their learning	1. Students will be active participants in their own learning and development, striving for excellence to develop their full potentials	A programme will be instituted with the intent of developing "men of outstanding character" by teaching "The College Way"	By the end of 2017 each student will be able to vocalise what is meant by "A Good College Man"	Focus groups of students interviewed have a strong concept of what this initiative means and believe it has been worthwhile. The programme will be further grown next year.
	2. Students will have their individual learning and pastoral needs catered for	1. NCEA achievement will be further improved upon 2. Writing will again be a special emphasis in the National Standards 3. A vigilant focus will be on groups of students at risk of underachieving at all levels with a specific focus on our priority learners	1. Level 2 NCEA achievement by aged 18 will reach 91.5% 2. The percentage of students in Years 7 & 8 well below or below in National Standards Writing will improve in comparison to the previous year by 5%. 3. Deans, HoDs and teaching staff will use data to facilitate timely well focused action to address any under-achievement thus ensuring students are actively, measurably and successfully involved in their learning	The roll based pass rate at Level 2 for 2017 was 97.3%  ARONA students have been identified and targeted. National Standards have been discontinued.  Deans followed the progress of identified ARONA students closely with particular emphasis on NCEA and UE where applicable.
	3. The New Zealand curriculum will be implemented effectively	The principles, vision and values of the NZC will be re-examined in the light of our students' and school community's particular learning needs.	1. All Departments are embedding more deeply the principles, vision and values of the NZC into their teaching and learning programmes. 2. The Key Competencies are a key part of the school's curriculum.	Other curriculum matters took priority and action is yet to begin. Has been rescheduled for 2018.  2018
	4. Students will be offered rich opportunities in the wider curriculum	An audit of all school activities and staff facilitation of them will be carried out.	There will be conspicuously and measurably, more staff facilitation of activities.	A comparative list has been posted and staff will be asked to consider their contribution once again in 2018.
	6. Students will experience collective success over a wide range of curriculum and wider curricular areas	A review will be carried out to optimise and refine the curriculum and reduce the quantity of assessment to ensure all students gain improved knowledge and skills in preparation for the future world of work.	Evidence of curriculum modification will be present.	Surveys were conducted and student focus groups met and a manageable number of fascinating insights for action were obtained. Work will continue next year.
	3. Staff effectiveness	2. Staff will model personal responsibility and receive professional development and guidance to improve practice	The principles of Tataiako and cultural competency are explained as part of professional development and embedded in the staff appraisal system.	The principles of Tataiako are an integral part of teaching and learning, and of the culture of the school.
3. Teaching effectiveness will be informed by reliable evidence		A new appraisal system that includes student voice, Special Character goals, cultural competency and observation visits will be implemented.	The new appraisal system involving joint responsibility undertaken by the appraiser and appraisee, is in active use and will be reviewed at the end of 2017.	The system is now well implanted and fewer staff are now needing assistance.
4. Finance and facilities	2. Opportunities to improve and add to facilities are pursued	Fundraising for the multi-purpose complex will continue.	Fundraising in the forms of donations, pledges and loans for the whole project will be in place by the end of 2017.	Consultant reports have been completed and costing of the whole project is close to being calculated.
5. Community partnership	1. Parents attest to being well informed and included in the school life of their children	1. Through the use of internet surveying and other modes of gathering information, community opinions are collected to determine future planning.	1. All of our parent/whanau, student and staff communities will have been surveyed by the end of term 1 and then reviewed by the end of term 3.	A bullying survey from students has been analysed by Tim Stuck and Deans are working at their levels to lessen the issues.
		2. Communication with the school community will be enhanced by purchasing a school app and tailoring it for the school's specific needs.	2. Communication with the school community will be enhanced.	Our new school App is popular and altered interview and reporting times have meant more meaningful engagement.

## SPECIAL CHARACTER

### Catholic and Lasallian identity

Religious formation at Francis Douglas Memorial College strives to provide a range of experiences for all members of the College community to open minds and hearts to the active presence of God in their lives.



During 2017 the Brothers continued to make a very strong contribution in this area both in terms of their leadership, funding and in their willingness to be involved in various Special Character activities. The presence of Sir Brother Patrick Lynch on our Boards is of great benefit to the College.

Along with staff members from the other two Lasallian schools, new staff members attended the Lasallian Heritage course hosted at Francis Douglas Memorial College.

Three of our student leaders went to Sydney with a staff member in January for their orientation with leaders from other Lasallian Colleges in the District.

Our teachers, Peter Smith and Steve Ritchie, journeyed to Papua New Guinea during a holiday period to assist teachers in their Lasallian schools with professional development. They were very well received.

Prayer is a part of all our activities, assemblies, and the daily life of the boys in the College. Each day, Vertical Form classes pray together. Many other classes within the College commence their lesson by recalling the presence of God.

Each morning, the teaching staff joins together for a reflection. These meetings begin with a prayer, which is led by staff members. By praying together as a staff we are reminded of the importance of communal prayer, the different approaches that each individual has to prayer and the significance of prayer in our Catholic school.

College liturgies are an important aspect of the school's ethos. They play an important role in reminding us of God's presence in our lives. In 2017 a number of opportunities were provided for the College community to celebrate the Eucharist in a range of settings provided by the priests of the area.

The whole student and staff body were present for the dedication Mass for Investiture of student leaders, the feast of St John Baptist de La Salle, Holy Week and Easter liturgies. Other celebrations included the Commemoration of Father Francis Douglas and the Year 13 Leavers' Mass.

Lasallian Youth Leaders (LYL) is a youth ministry programme in our Lasallian colleges. It is a voluntary group for seniors (Years 11-13) looking for ways to give service in the college. This year the LYL's were involved in:

- the Easter liturgies
- Founder's Day
- planning and co-facilitating Camp La Salle
- facilitating junior retreats
- leadership development
- attending faith and community building events with other LSL groups from other Lasallian colleges.

For College students, retreats are designed to assist them in nurturing their relationships with themselves, others and God. Each year level received a one day retreat which was part of our own our contiguous retreat curriculum.

The notion of a faith that does justice is integral to education at Francis Douglas Memorial College and the avenues provided for students to offer service are a practical way to give flesh to those high ideals. The following were the principal events in this area during the year where resources were provided for the benefit of others:

Charity/Activities	Comment
Caritas appeal	\$3,500
Founder's Day Mass	Many food items brought for foodbank
Mission Action Day for the Lasallian Foundation	\$21,000+
Marfell school – breakfast and coaching	Year 13 students – year long

It is admirable that all raised funding is given to others with none retained for school use.

In addition, every Year 10 student was engaged at least once in acts of community service on a rostered basis.

## **CURRICULUM**

### **Overview**

Paramount, within the curriculum at Francis Douglas Memorial College, is the aim to teach all our young men about God and His great love for each person on earth. A constant sense of the presence of God is evident throughout the College and reinforced by teachers motivated by religious ideals.

Diversity is evident in the variety of subjects and courses on offer at each stage of schooling. After enrolling in the mandatory subjects required for each year level, students choose electives from the many and varied courses available within the Learning Areas at the College.

### **Whole school academic curriculum**

<b>LEARNING AREA</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b> 5 periods unless indicated	<b>Year 12</b> 5 periods unless indicated	<b>Year 13</b> 5 periods unless indicated
<b>Religious Studies</b>	RE (3)	RE (3)	RE (3)	RE (3)	RE (3)	RE (4)	RE (4)
<b>English</b>	English (8)	English (8)	English (4) Media (M) Thinking Skills (M)	English (4) Media (1/2 yr Op)	English	English Media Studies	English Media Studies
<b>Languages</b>	Māori (3 for 1/3 yr) Spanish (3 for 1/3 yr)	Māori (3 for ¼ yr) Spanish (3 for ¼ yr)	Māori (M) Spanish (M)	Maori (1/2 yr Op) Spanish (1/2 yr Op) Tikanga Māori (M)	Māori (4)	Māori	Māori
<b>Mathematics</b>	Mathematics (5)	Mathematics (5)	Mathematics (4)	Mathematics (4)	Mathematics	Mathematics Internal Mathematics & Statistics	Mathematics & Statistics Calculus
<b>Science</b>	Science (3)	Science (3)	Science (4)	Science (4) Agriculture/Hort (1/2 yr Op)	Science  Agriculture (4)	Biology Chemistry Physics Agriculture	Biology Chemistry Physics Agriculture
<b>Social Sciences</b>	Social Studies (3)	Social Studies (3)	Social Studies (4)	Social Studies (4) <b>Financial Capability (M)</b> <b>Life Skills (M)</b> Econ/Account (1/2 yr Op) Geography (1/2 yr Op) History (1/2 yr Op) FPS (whole year Op)	Geography (4) History (4) Economics (4) Accounting (4) FPS (Future Problem Solving)	Geography History Economics Accounting Business Studies (YES)	Geography History Economics Accounting Business Studies (YES)
<b>Health &amp; Physical well-being</b>	Physical Educ (2) Health (1)	Physical Educ (2) Health (1) Health/Food Tech (2 for ¼ yr)	Physical Educ (2) Health (1) Health/Food Tech (M)	Physical Educ (2) Health (1) Health/Food Tech (M) Jaspers (whole year Op)	P E Studies (4)	P E Studies Outdoor Education	P E Studies
<b>Technology</b>	Digital Tech (2 for 1/3 yr) Computational Thinking/Coding (2 for 1/3 yr) Mat. Tech (2 for 1/3 yr)	Digital Tech (2 for ¼ yr) Computational Thinking/Coding (2 for ¼ yr) Mat. Tech (2 for ¼ yr)	Digital Tech (M) DVC (M) Mat. Tech (M)	Digital Tech (1/2 yr Op) DVC (1/2 yr Op) Tech E (1/2 yr Op) Tech W (1/2 yr Op)	Digital Tech (4) DVC (4) Tech E (4) Tech W (4)	Tech Engineering Tech Wood Digital Tech DVC	Digital Tech DVC
<b>The Arts</b>	Art (3 for 1/3 yr) Music (3 for 1/3 yr)	Art (3 for ¼ yr) Music (3 for ¼ yr)	Art half year (2) Music half year (2) Arts/Drama (M)	Art (1/2 yr Op) Music (1/2 yr Op)	Art (4) Music (4) Drama (4)	Painting Photography Music Drama	Painting Photography Music Drama
<b>Vocational</b>				Careers (M)		Gateway Careers Pathway Prog: • STAR • Trades Academy • Engineering Education 2	Gateway Careers Pathway Prog. • STAR • Trades Academy • EE2E • 3+2

- Compulsory courses are in displayed in bold. Options are in normal script. Periods per week are in brackets.
- Courses in Y11-13 are offered only if numbers and staffing are viable. Otherwise individualised Te Kura/correspondence, distance or STAR courses are possibilities.
- Op = Option = Students select 4 options –
  - 2 in each half year at Year 10, or
  - three options if enrolled in one full year option (Jaspers or Future Problem Solving [FPS] and two half year options) or
  - two options if enrolled in two full year options (Jaspers and FPS)
- M = Modules = 3 periods per week for Year 9. Two periods per week for Year 10.

The College also offers a widened curriculum to cater for non-conventional learners and those preparing for transition to employment. The sources and strategies we employ are: STAR, Careers Pathway Programme (CPP), Gateway, Work Experience, Trades Academy, EE2E and Correspondence School. The creativity called for by staff who work in this area is considerable and the benefits brought to our vocational students, who would otherwise find schooling impossibly onerous, is impressive.

### Special Needs

Throughout all year levels and all subjects, the College offers assistance for learning through a well-established and effective Special Needs department that aims to provide professional diagnosis of learning difficulties, regular assistance through in-class support or withdrawal tuition and regular evaluation and feedback on student progress to parents (IEP's). Part of this work is covered by our Specialist Teacher of Reading who is able to work intensively with many students over the year.

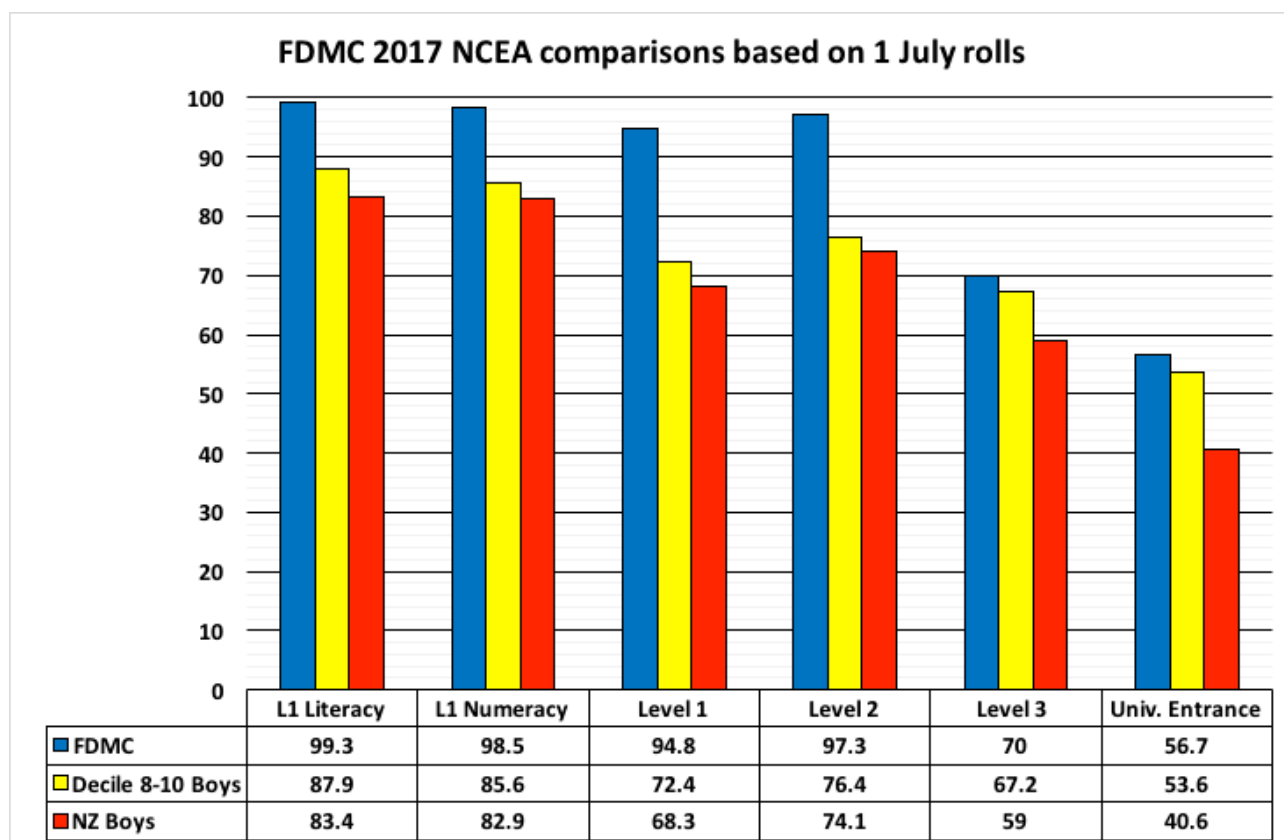
### Enrichment Programmes

Equally important is the provision of a challenging and rewarding Gifted and Talented programme, which aims for early diagnosis of talents along with the provision of stimulating and quality extension programmes. In addition to these regular features of the academic programme at Francis Douglas, the College believes students should receive opportunities to display their talents and interests. Participation in public-speaking competitions, creative arts workshops, external competitions, school leaders' conferences and camps are encouraged.

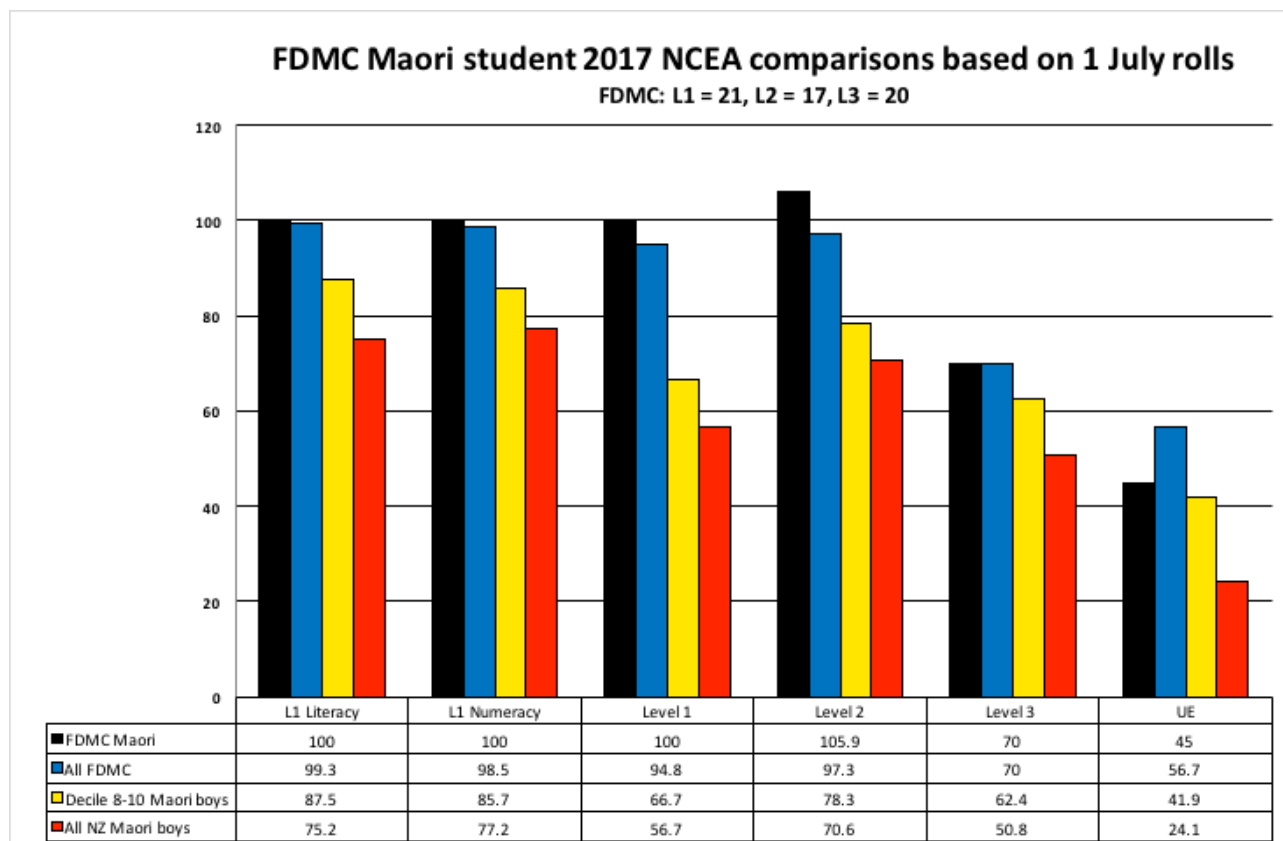
The Enrichment Programme is about opportunities outside the normal school setting. It is not an acceleration programme. Instead it is an opportunity for gifted and talented students to be "different" in a positive way. A better self-image is evident time and time again. Programmes take place during the school day, at weekends and during school holidays and involve: Future Problem Solving, Global Youth Leader seminar attendance in the USA, bridge playing, vex robotics, coding, law mooting, The New Zealand Business Challenge, Brain Bee and other activities that present themselves.

### NCEA assessment

The tables below make various comparisons between our NCEA results with other school types and Maori students. All results are provisional until national reconsideration updates are incorporated later in the year:



Maori statistics involved 21, 17 and 20 eligible students at Levels 1 to 3:



NCEA data generally suggests that our students fare well in comparison to national results. The acquisition of Merit and Excellence Endorsements is however an ongoing challenge in order to inspire students beyond mere credit collection to attain at only the Achieved level.

#### **Students who earned Excellence Endorsement in NCEA in 2017:**

##### Level One Premier Excellence Awards Level One

Declan Barrett, Colin Campbell, William Hadley, Simon Kleinsman, Vince Ropitini, Corey Skvor, Darrell Smith.

##### Level One Excellence Academic Colours

Bertrand Amory, Tomas Borsje, Toby Din, Corban Dravitzki, Simon Henderson, Jeremy Johnston, Xavier Kere-Rako, Jamie Kestle, Ethan Langton, Tom le Fleming, Henri Lehrke, Liam Matthews, Diarmaid McCarthy, Finlay McGrath, Aedan McQuoid, Finn Morris, Andrew Paynter, Michael Theron, Rohan Thomas.

##### Level Two Premier Excellence Awards Level Two

Manuel Dessing

##### Level Two Excellence Academic Colours

David Barnard, Dominic Coleman, Jacob Crawford, Tim Evans, Christian Fletcher, Tomi Karasawa, Ben Leary, Joshua McLeod, Ollie O'Connor, Cavaghn Prosser, Jonah Sellwood, Benjamin Silk, Jayden Smith, Teagan Wilson.

##### Level Three Premier Excellence Awards

Felix Webby, Thomas Morgan.

##### Level Three Excellence Academic Colours

Daniel Chow, Thomas Hadley, Matthew O'Connell, Taiawhio Waipoua-Bryers and Aaron Win

#### **University Scholarship**

Our Scholarship recipients were Felix Webby who achieved outstanding scholarships in English and Economics, with scholarships in Physical Education and Physics. Thomas Hadley also attained an outstanding scholarship in English and scholarship in Biology. Thomas Morgan attained scholarship in Chemistry and Oisin Quinn scholarship in Painting.

## **WIDER CURRICULUM**

It is the incorporation of wider curricular activities into the school programme that sets New Zealand schools apart. Students at Francis Douglas Memorial College have a broad range of opportunities on offer including sports, performing arts and clubs. Enthusiasm and commitment to coaching, tutoring and managing the many groups and teams in many activities, remains high among the staff.

The many successes achieved by individual students and by teams and groups of students have been reported in the school newsletters, the College magazine, website, blog and App, and have been recognised at the Sports Awards Dinner, and Junior and Senior prizegivings held in December and November. Ultimate success in wider curricular areas sees our Years 12 and 13 students awarded Colours. Recipients during the year were as follows:

### **Service Colours**

James Avey, Patrick Back, Daniel Chow, David Codd, Dominic Coleman, Jacob Crawford, Jordan Dunn, Daniel Gallo, Thomas Hadley, Tomi Karasawa, Daniel Kibby, Bailey Kuklinski, Ben Leary, Ollie Lovell, Dawson Webber, Ethan Webber, Tyler Webber and Felix Webby.

### **Culture Colours**

Dylan Bines, Daniel Chow, David Codd, Caylem Cook, Titan Cook, Thomas Hadley and Callum Milner.

### **Sport Colours**

Matthew Allen, Isaac Brown, Caylem Cook, Joseph Crowe, Thomas Hadley, Samuel Johnson, Lachlan Jones, Tomi Karasawa, Daniel Kibby, Bailey Kuklinski, Keagan Lindsay, Rory Maxwell, Cobi McCook, Thomas Morgan, Joshua Morris, Matthew O'Connell, Zac Reid, Lewis Ritai, Brad Saxton, Tobias Stark, Taiawhio Waipou-Bryers, Dawson Webber, Felix Webby, Seamus Hurley-Langton, Isaac Kneepkins and Matthew Meuli.

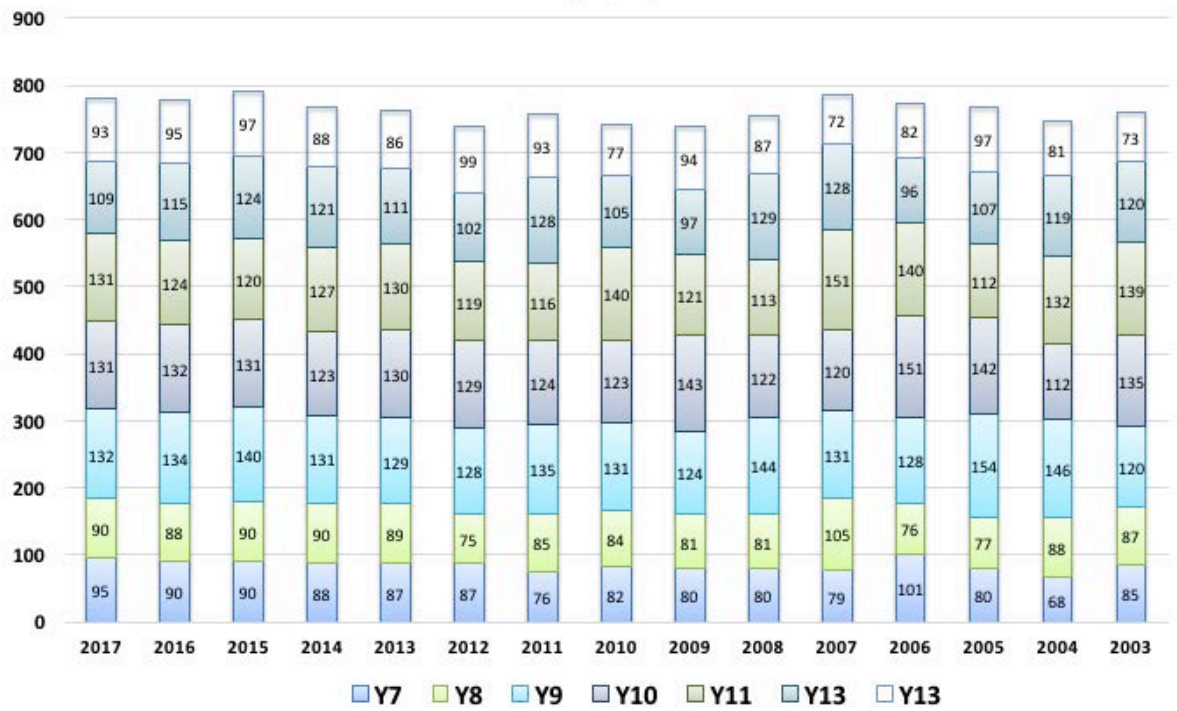
## **ROLL NUMBERS**

The Ministry of Education required the College to implement an enrolment scheme developed by the Board of Trustees during 2005 after consultation with our community. It was approved by the Ministry of Education and came into force in November, 2005. Suitable review and renewal occurred during the year. Our maximum roll is currently 815.

Our roll trend over the years is displayed below:



**1 March Roll Numbers at FDMC since 2003**  
**Excludes international fee paying students**



## PERSONNEL

### Board of Trustees

We are fortunate to have a well-balanced board. The Chairman, David Leuthart, is very generous with his time and interested in the life of the place. The year saw no change in membership except for Corban Dravitzki succeeding Wiremu O'Sullivan as student representative.

The Board is grateful to the Proprietor for the seismic strengthening of the Administration Block currently underway using retained Policy One funding supplied by the government.



Back row: Kathryn Curd (Staff Rep.), Adam Boon (Parent Rep.), Corban Dravitzki (Student Rep.), Roland Chan (Parent Rep.), Maree Fleming (Minutes Secretary).

Front row: Judy Hau (Proprietor's Rep.), Sir Brother Patrick Lynch - FSC (Proprietor's Rep.), Bridget Burke (Deputy Chairperson - Parent Rep.), David Leuthart (Chairperson – Proprietor's Rep.), Martin Chamberlain (Principal), Diana Blair (Business Manager)

Absent: Gail Riccitelli (Proprietor's Rep.), Jocelyn Merwood (Parent Rep.), Jack Kirifi (Parent Rep.)

## Teaching, hostel, property and support staff

Our staff are dedicated to the wellbeing and success of our students, and the team effort of all employees in the College continues to produce quality outcomes and a safe and supportive environment for our students. We have seen staff departures of Ruth Marris, Ross McNicol, Joan Coles, Jenny Sheriff, Neil Imrie, Sally Laing and James List and in their stead, have welcomed Tony Basile, Kit Hacker, Anton Berndt, Sheree Asi, Kelvin Simpson and Erik Noack for 2018.



Back Row: Maree Fleming, Gill Hurley, Pascale Joines, Briar Sutherland, Kerl-Ann Barnard, James Rowland, Ronie Asi, Gurpreet Singh, Martin Dravitzki, Andy Cowie, Diana Blair, Marie Cocksedge, Sue Page  
5th Row: Margie Smith, Estelle Meyer, Julia Butler, Karen Maclean, Bruce Lester, Kristel Gillespie, Christina Hermanns, Peter Smith, John Neeson, Kathryn Curd, Pam Low, Michelle Stevenson, Rae Sullivan-Brown  
4th Row: Linda Purdie, Neville Rowlands, Jon Wilcox, Heta Smith, Sarah Beckett, Lana Rowland, Paula Corlett, Nick Taylor, Rodney Bishop, Max Ellinghoven, Joshua Morris, Tobias Wright, Kylie Read  
3rd Row: Felix Wiegand, Tsare Ruakere, Scott Crocker, Bryce Koch, Matt Cursons, Marc Gallagher, Mike Ingram, Guy Fisher, Mark Walsh, Mark Wales, Mark Sewter, Peter Cayzer, Matt Casey  
2nd Row: Jeanne Marshall, Christel Chapman, Joan Coles, Jennifer Sheriff, Renee Woolaston, Marlene Tohia, Suzy Broadfoot, Briana Matthews, Tina Dalliston, Mary Baker, Sally Laing, Robyn Wackrow, Monica Fenney, Ruth Marris  
Front Row: Colleen Severinsen, Richard Doherty, Sally O'Neill, Andy Evans, Anna Zaigovits-Mace, Melinda Stevenson, Martin Chamberlain, Tim Stuck, Shintaro Igrkaldie, Jane Aitken Connolly, Lauren O'Reilly, Matt Lash, Carol Land

## PTA

Under the Chairpersonship of Bruce Forrest, our hard working PTA continued to support us with their effective fundraising. The Board is appreciative of their donations for the purchase of school equipment. Apart from offering hospitality, their crowning glory has to be their very successful Gala day.

## HOSTEL

Our hostel is under separate management and remains an essential part of our school because its numbers ensure the viability of our diverse senior curriculum and it enables all Catholic families in the province and beyond to involve their children in Catholic secondary education. Under the capable stewardship of Dean of Boarding Heta Smith and his professional staff and with the guidance of a Board of Directors, the hostel had another successful year.

## OTHER

### Length of school year

The College supplied the required 380 half days of instruction to students in 2017.

## LOOKING AHEAD – Annual Plan for 2018

PRIORITY AREAS	INTENDED DIRECTIONS	TASK	TARGET	LED BY
1. Special Character and Lasallian ethos	1. Staff will continue to receive effective Special Character and Lasallian training to assist in modelling best practice	A staff retreat focusing on Catholic spirituality and Maori tikanga will be held.	Staff will attest to the effectiveness of the retreat in assisting them to cater more fully to our students.	AMA
	2. School life will reflect Catholic and Lasallian practice including: prayer, retreats, liturgy and service activities	The teacher appraisal system will feature an enhanced Special Character component.	Both Catholic and Lasallian Core Value reflections will feature in every teacher's appraisal summary.	SLT
2. Students and their learning	1. Students will be active participants in their own learning and development, striving for excellence to develop their full potentials	Going beyond being satisfied with an Achieved grade to stretch for excellence will be emphasised to staff and students with new vigour.	The percentage of grades in the Merit and Excellence ranges will be demonstrably improved on the 2017 NCEA results.	MCH/MEL
	2. Students will have their individual learning and pastoral needs catered for	<ol style="list-style-type: none"> <li>The "Good College Man" programme will be enhanced to emphasise a "Good <u>caring</u> College Man"</li> <li>Work on the "At risk of not achieving" (ARONA) programme will be continued and enhanced to monitor all students not working to expected capacity.</li> </ol>	<ol style="list-style-type: none"> <li>At the end of the year our students will demonstrably testify to the caring aspect of being a good man.</li> <li>Deans, HoDs and teaching staff will use data to facilitate timely well focused intervention to address any under-achievement thus ensuring students are actively, measurably and successfully involved in their learning.</li> </ol>	TST  TST/MEL
	3. The New Zealand curriculum will be implemented effectively	The principles, vision and values of the NZC are re-examined in the light of our students and school community's particular learning needs.	<ol style="list-style-type: none"> <li>All Departments are embedding more deeply the principles, vision and values of the NZC into their teaching and learning programmes.</li> <li>The Key Competencies are a key part of the school's curriculum.</li> </ol>	MEL  MEL
	4. Students will be offered rich opportunities in the wider curriculum	The school's EOTC programme will be examined for improvement possibilities	The EOTC curriculum in 2018 is richer and more diverse in terms of catering for student wellbeing and enhancement of awareness of local opportunities.	TST/MLA
	6. Students will experience collective success over a wide range of curriculum and wider curricular areas	The review to optimise and refine the curriculum and reduce the quantity of assessment will be continued.	Further evidence of curriculum modification, where desirable, will be present.	MEL and Curriculum Review group
	3. Staff effectiveness	2. Staff will model personal responsibility and receive professional development and guidance to improve practice	The principles of Tataiako and cultural competency are further embedded into the staff appraisal system.	The principles of Tataiako are an integral part of teaching and learning, and of the culture of the school.
	3. Teaching effectiveness will be informed by reliable evidence	<ol style="list-style-type: none"> <li>Teacher wellbeing will be examined by evening out workload issues.</li> <li>Staff professional development will ensure that the appraisal system will revolve primarily around each teacher's individual reflective inquiry(ies).</li> </ol>	<ol style="list-style-type: none"> <li>Fairer load sharing, rationalising assessment, improved assessment and reporting timing and BOT consideration of assisting workload will see overall staff working conditions improve.</li> <li>Appraisal reports at endyear will show documented and deeply reflected progress on each teacher's enquiry(ies).</li> </ol>	MCH  MEL
4. Finance and facilities	2. Opportunities to improve and add to facilities are pursued.	Fundraising for the multi-purpose complex will continue.	Fundraising in the forms of donations, pledges and loans for the whole project will be in place by the end of 2018.	Board Chair MCH & TST
5. Community partnership	1. Parents attest to being well informed and included in the school life of their children	The balance between face to face interviews and written reporting will be examined for optimal effectiveness	Surveys carried out will see parents attest to being informed in a more timely manner.	TST

**Conclusion**

Looking back on 2017 we are confident that Francis Douglas Memorial College is in good heart with a skilled and caring staff, well-balanced young people, a Catholic emphasis, an effective learning environment, well-maintained plant and a sound financial position. As recorded above, the board is especially grateful for the dedication and competence of its staff. The efforts of our generous PTA members in ensuring that our students are well supported are also greatly appreciated.



David Leuthart  
Board Chairperson



Martin Chamberlain  
Principal