

ANNUAL PLAN 2021 Analysis of Variance

		Achieved	Progress made	Not achieved
STRATEGIC GOALS 2020-2022		NOTES / ANALYSIS OF VARIANCE		
<p>"Mā tō rourou, mā tōku rourou, ka ora te iwi" From your contribution (and) from my contribution, the community shall thrive</p>				
School Strategic Goals 2020-2022	School Annual Aims 2021	Analysis of Variance		
<p>1. Plan for sustainable growth <i>(NELP: Barrier free access/ World class inclusive public education)</i></p>	<ul style="list-style-type: none"> • Explore financial, reputational and quality implications for different expansion models. • Property development consultation and plan • (Potentially) Generate proposal for expansion. 		<ul style="list-style-type: none"> • Financial feasibility of doubling the school roll was completed. • Outcome from the review identified that this was not a viable option to double the school roll. • Recommendation is for the school to ensure that it stays near the maximum roll and promote the school as a first choice option for parents to choose to send their child too. 	
<p>2. Improve wellbeing across all aspects of the Michael Park community <i>(NELP: Quality teaching and leadership)</i></p>	<ul style="list-style-type: none"> • Conduct baseline NZCER surveys with all staff early in the year • Analyse survey results for potential initiatives and changes • Enhance internal professional development by strengthening peer observation and mentorship • Promote understanding of the role of the College • Support ongoing Special Character and wellbeing education for community • Develop and define the concept of what makes Michael Park School special • Focus on more effective transitions • Consolidate staff social coordinator position 		<ul style="list-style-type: none"> • Survey was not conducted last year; it is scheduled to be completed by term 2 2022. • Internal coaching and external professional learning development was carried out with follow up courses scheduled for 20222 • Completed • Completed • Concept completed. Further work to be carried out in 2022 • Completed • Completed 	

<p>3. Grow the understanding of what makes Michael Park special <i>(NELP: Learners at the centre/ Quality teaching and leadership)</i></p>	<ul style="list-style-type: none"> • Support College to establish a common understanding of what special character is (and is not) at Michael Park and the resonances this has with Te Ao Maori. • Communicate and reinforce this understanding through a variety of medium throughout the year. • Explore options for enhanced communication eg better use of social media etc • Support teachers to gain a wider range of skills and techniques to meet diverse needs through inclusive practice and differentiated teaching • Community consultation to review/refresh the mission, vision and values • Focus on more effective transitions • A consistent focus on all Māori students experiencing success in learning, attaining UE literacy and numeracy • Wānanga for teaching staff • Consultation with whanau re learning priorities 	<ul style="list-style-type: none"> • Completed • Carried out through the weekly school newsletter & clearly visible of our new school website • Completed • Completed – further PLD sessions have been scheduled for 2022 • Scheduled to be completed by term 2, 2022 • Completed • This continues to be a focus for 2022. • Completed, further wananga are planned for 2022 • Whanau hui were carried out last year that discussed learning priorities, with termly meetings scheduled for 2022.
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	Achieved	Progress made	Not achieved
PRINCIPALS GOALS 2021	NOTES / ANALYSIS OF VARIANCE		
PRINCIPALS GOALS 2021			
Engage in a consultative process around additional modern language <i>(NELP: Learners at the centre/ Quality teaching and leadership)</i>	Achieved		
Develop a one/three/five-year plan for technology purchase and renewal that links to curriculum and needs. <i>(NELP: Future of learning and work)</i>		Progress made	Not achieved
Ensure staff, students and families are familiar with the seesaw and google classroom online platforms in case we lockdown again. <i>(NELP: Learners at the centre/ Future of learning and work)</i>	Achieved		
Audit assessment practices in the lower school to ensure they meet the needs of our diverse students while maintaining the central tenets of our special character <i>(NELP: Learners at the centre/ Quality teaching and leadership)</i>	Achieved		
Review the professional learning journey teacher growth protocols <i>(NELP: Quality teaching and leadership)</i>	Achieved		
Support review of camps and development of consistent, quality paperwork that is easily used and accessible by teachers. <i>(NELP: Learners at the centre)</i>		Progress made	Not achieved

Support within school teachers in implementation of new COL achievement challenges <i>(NELP: Learners at the centre/ Quality teaching and leadership)</i>	Red	Disruptions from COVID prevented this to be carried out. It has been carried forward to 2022
Investigate options to enhance the pastoral care model employed by the school <i>(NELP: Learners at the centre/World class inclusive public education)</i>	Yellow	Review is scheduled to be completed by term 2, 2022
Support collaboration, ties and shared experiences between KG and School <i>(NELP: Learners at the centre/ Quality teaching and leadership)</i>	Green	Completed.

STUDENT ACHIEVEMENT TARGETS 2021

The 2021 targets aim to raise student achievement within inclusive classrooms in which the skills and abilities of each student are developed. There will be a focus on individual progress through enhanced pedagogical practice through the lenses of assessment for learning and culturally responsive pedagogy.

The achievement targets align with the achievement challenges of our Community of Learning and are underpinned by a focus on He Reo Puawai

Teachers will:

- Track and monitor students working towards SSC level 1 and NCEA to ensure their progress is subject to regular scrutiny.
- Implement appropriate solutions and processes to accelerate the learning progress of target subgroups of target students.
- Implement appropriate solutions and support processes for students whose achievement is below that expected / inconsistent with their intended pathway to future education, training and employment.
- Report to parents on progress in parents meetings, twice a year in writing and once a year at parent-teacher-student conferences, clearly signalling areas for growth and development.
- Participate in improving overall teacher judgements and moderation practice.
- Using enhanced formative feedback strategies, provide regular, meaningful and timely feedback to students on their achievement and progress so they can articulate their next steps.
- Provide a differentiated programme for each class.
- Analyse end-of-unit and year-end data to inform planning.
- Link their post-unit reflections and analysis of data to planning.
- Continue to embed Te AO Maori in their planning and practice

Māori and Pasifika students:

- Analysis and reporting on all targets will include specific reference to achievement and progress of Māori and Pasifika students.
- There is a shared commitment to every Māori learner succeeding at or above their peer level with effective teaching and that every Māori learner is each and everyone's responsibility.

		Achieved	Progress made	Not achieved
STUDENT ACHIEVEMENT TARGETS 2021		NOTES / ANALYSIS OF VARIANCE		
<p>TARGET 1 Work with Maori students to co-create individual, year on year, growth goals. Track achievement of Maori students these individual growth goals and national data.</p>		<p>Achievement and attendance data is shared with staff and whanau that provides transparent and up to date information when discussing strategies and feed forward to support each student. Each high school class has two kaitiaki that stays with the same cohort throughout their journey in the high school and are a key factor with mentoring and guidance with each student in their class.</p>		
<p>TARGET 2 Support colleagues to create and enact individual plans in the area of culturally responsive pedagogy</p>		<p>This continues to be a focus for 2022.</p>		
<p>TARGET 3 Ka Hikitia – Senior High School Classes 10-12 (Years 11-13): support Māori students to achieve at their year level or reach an individual appropriate goal decided in their partnership plan.</p>		<p>Class 10 (Year 11): There were 5 Maori students and 1 Pasifika student who all attained NZCSE L1 and UE Numeracy; 3 of the students were endorsed with Distinction. Year 12, NCEA Level 2: There was one Pasifika student who attained NCEA L2 endorsed with Merit. There are no Maori students in this class. Year 13, NCEA Level 3: There was one Maori student who attained both NCEA L3 with Achieved University Entrance.</p>		
<p>TARGET 4 Students at risk of not achieving Target group consisted of 18 students from Class 10-12 identified as at risk of not achieving, will be monitored and supported to achieve at their year level or reach an appropriate goal decided in their partnership plan.</p>		<p>Class 10 at risk: 10 students out of 40 were identified as target students. Of the 10 target students, 1 achieved NZCSE Level 1 endorsed with highly commended and 5 achieved NZCSE Level 1 without endorsement. The 4 who did not attain NZCSE Level 1 all had ongoing health/anxiety issues that made it difficult for them to attend school and carry out course work. Class 11 at risk: 4 out of 31 students were identified as target students. Of the 4 target students, 1 achieved NCEA Level 2, 3 students did not attain NCEA L2 due to a combination of lack of attendance or ongoing health/anxiety issues throughout the year. Class 12 at risk: 4 out of 17 students were identified as target students. Of the 4 target students, 2 students achieved NCEA Level 3 (2 endorsed with merit & one endorsed at achieved). 1 student did not attain NCEA Level 3 due to home/pathway issues and left school halfway through the year.</p>		

<p>TARGET 5 NCEA Level 2 At least 52% (16 students) achieve L2 certificate endorsement and at least 16% (5 students) achieve certificate endorsed with Excellence. (31 students in Class 11)</p>	<ul style="list-style-type: none"> • 16 students achieved L2 certificate endorsement • 6 students achieved L2 certificate endorsement with Excellence. • Variance: 5 students more than the target for excellence endorsement.
<p>TARGET 6 NCEA Level 3 At least 64.7% (11 students) achieve NCEA L3 with endorsement and at least 23.5% (4 students) have NCEA L3 certificate endorsed with Excellence (17 students in Class 12)</p>	<ul style="list-style-type: none"> • 13 students achieved L3 certificate endorsement. • Variance: 2 students over the target. • 4 students achieved L3 certificate endorsement with Excellence. • Variance: achieved the target.