



Michael Park School

Relate Create Inspire

ANNUAL PLAN 2022

Overarching Targets - Achievement and Attendance

NCEA Level 2	Increase by (%)	To target (%)
All class 11/year 12 students gaining Level 2	0	90
Class 11 Māori students gaining Level 2	-	100

NCEA Level 3	Increase by (%)	To target (%)
All class 12/year 13 students gaining Level 3	1	95
Class 12 Māori students gaining Level 3	NA	NA

University Entrance	Increase by (%)	To target (%)
Class 12 students gaining UE	2	90
Class 12 Māori students gaining UE	NA	NA

Endorsements (numbers)	Increase by	To target
Class 11 students gaining Level 2 endorsement	2	18
Class 12 students gaining Level 3 endorsement	3	16
Class 11 & 12 Māori students at Levels 2 & 3	3	3

Attendance	Increase by (%)	To target (%)
All students regular attendance rate (90%+)	1	93

Goal 1: To lift learner engagement and achievement through strengthening high impact teaching strategies

National Education and Learning Priorities (NELP)

Priority 2: Have high aspirations for every learner and support these with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities languages and cultures.

Priority 3: Reduce barriers to education for all, including Maori and Pacific learners/disabled learners and those with learning support needs.

Priority 4: Ensure every learner gains sound foundation skills, including language (oral or sign), literacy and numeracy.

Priority 6: Develop staff to strengthen teaching leadership and learner support capability across the education workforce.

Priority 7: Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work

Background

Accelerating student achievement remains our focus. In recent years annual goals have been set in tracking achievement and associated targeted actions and learning focused partnerships with families. Our teaching and learning goals are focused on increasing the use of the most effective pedagogies. We will review and refine our teaching practice, professional learning conversations and lesson observations. Well-being is a priority; we will inquire and strengthen effective strategies to enhance staff and student wellbeing.

Authentic learning and engagement

Led by

Timeline

Expected Outcomes

Actions

Strengthen authentic learning from Class 1 through to Class 12

Arlene
Sophie
Cameron
HSQC
HS HODs

Ongoing

Define authentic learning in relation to the principles of effective teaching practice for Michael Park School.

Curriculum documentation reflects the following characteristics of authentic learning:

- Learners develop knowledge and skills through learning within real world contexts and are enabled to understand the relevance of the subject to their lives.
- Learners are enabled to develop clearly defined learning goals.
- Learners have input into contexts and can make choices about how they demonstrate their understandings.

High School course selections enable authentic futures.

Melanie

Term 1

Ensure students are in courses relevant to their planned career pathway.

Establish a student feedback system whereby student voice data is gathered about every course.

Andrew
Sophie
Cameron

Termly

Engagement will be tracked through student survey and observation data.

Differentiation	Led by	Timeline	Expected Outcomes
Actions			
Teachers will collaborate to interpret achievement data. Teachers will utilise achievement data to identify student learning needs.	Sophie Cameron Arlene HSQC Caroline	Term 1 Ongoing	Teachers will be enabled to collaborate with each other to inform differentiated learning programmes for students. Teachers will use knowledge of their learners to inform their planning, to meet the needs of each learner and identify students with high learning needs.
Curriculum documentation reflects a commitment to differentiating learning for all students.	Arlene Sophie Cameron Andrew	Ongoing	Unit planning includes a differentiated approach. Formative practices are used to differentiate lessons and the needs of learners.
A professional learning programme focused on formative assessment is provided.	Desmond	Ongoing	Formative practices expertise is disseminated throughout the school. Formative assessment is evident in classroom observations. Learners report agency in their learning. Formative assessment is used to inform class discussions.
Effective teaching practices can be used as a point of reference for coaching conversations and self-reflection.	All staff	Ongoing	Inquiries, mentoring and observations focus on effective teaching practices.

Goal 2: To inquire into and strengthen effective strategies to enhance staff and student wellbeing.

National Education and Learning Priorities (NELP)

Priority 1: Ensure places of learning are safe, inclusive, and free from racism discrimination and bullying

Priority 2: Have high aspirations for every learner and support these with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities languages and cultures.

Priority 6: Develop staff to strengthen teaching leadership and learner support capability across the education workforce.

Actions	Led by	Timeline	Expected Outcomes
Staff and students are consulted on what contributes to their well-being and how it could be further supported.	Arlene	Term 1	Factors impacting well-being are clearly identified. <ul style="list-style-type: none"> • Ānahera (the Angels) • “What are wellbeing needs?” What is our staff perception of this question?
Utilise NZCER survey to select indicators that impact on staff and student wellbeing and monitor these.	Arlene	Term 1	Consultation provides actions for the school. Solutions are co-constructed with staff and enacted. <ul style="list-style-type: none"> • Organise to carry a new NZCER survey early in Term 3 (Week 3) to gather new baseline data that the school can work on.
Assessment calendar is created and used to inform assessment timing.	Iva	Term 1	Assessment pressures are managed and minimised. Students are able to discuss their assessment timings with Kaiako and Melanie.
Make the assessment calendar accessible to all students.	Iva	Term 1	Assessment deadline interventions can occur with HODs to manage high pressure assessment times.
Review resubmission assessment practices.	HSQC	Term 1	Resubmissions are purposeful.
PLD for staff on restorative practices and how to maintain classroom routines and expectations.	Arlene Andrew	Term 1 and ongoing	Teachers use a wider range of effective strategies to be responsive to learner needs and manage behaviour. Continue to use Cool Schools programme to support students.
Clearly communicate pastoral processes to support teachers maintaining positive learning environments.	Arlene Kelly	Term 1	Observations of lessons show implementation of routines and expectations. Pastoral processes are clearly communicated and visible to staff.
High School students learn practical steps to manage their time during kaitiaki lessons.	Kelly Melanie C8-C12 Kaitiaki	Ongoing	Students will be able to discuss their time management strategies and how this links to their well-being with their kaitiaki and/or Melanie.

Goal 3: Teachers will strengthen, and students will experience (Māori as Māori/ Pasifika as Pasifika) culturally responsive learning pedagogy, partnerships in learning and targeted actions which will accelerate learners' progress towards aspirational outcomes.

National Education and Learning Priorities (NELP)

Priority 1: Ensure places of learning are safe, inclusive, and free from racism discrimination and bullying

Priority 2: Have high aspirations for every learner and support these with their whanau and communities to design and deliver education that responds to their needs, and sustains their identities languages and cultures.

Priority 3: Reduce barriers to education for all, including Maori and Pacific learners/disabled learners and those with learning support needs.

Priority 5: Meaningfully incorporate te reo Maori and tikanga Maori into everyday life of the place of learning

Priority 7: Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work

Background

Over the last 2 years a lead team of teachers have supported Māori students' achievement, cultural efficacy, culturally responsive pedagogy, and building relationships with community groups.

The support and interventions provided by the team have contributed to shifts in teacher mind set, and achievement of these students. For 2022 we aim to strengthen our practice of culturally responsive pedagogy of our teachers across the school, our partnerships with our Whānau Advisory Group, and the acceleration of learners' progress towards aspirational outcomes, through ongoing collaboration and inquiry into our practice.

We will have three key focus areas:

1. **teacher practice**
2. **student engagement and success**
3. **whānau and community engagement.**

These key areas will allow us to focus our priorities, maximise our resources and have a positive impact on our students.

Teacher Practice:

Actions	Led by	Timeline	Expected Outcomes	Evaluation
Staff will continue to develop culturally responsive pedagogy through professional learning.	Janette Arlene Andrew	Ongoing	Staff will be equipped to embed culturally responsive pedagogy into their teaching and learning practice. This will be evident in teacher practice in the classroom. Students will feel that their language, culture and identity is valued and integrated within the course content and each classroom. Teachers will be empowered to share their knowledge of culturally responsive pedagogy.	Wellbeing@Schools Classroom observations. Student voice.
Staff will share best practice, within sections, focusing on culturally responsive pedagogy.	Arlene Andrew	Ongoing	Teachers will share, during section and faculty meetings, a snippet of best practice from their teaching, with all staff, in order to grow our kete of teaching strategies.	Staff voice. Section/Faculty meeting Class observations.

Student Engagement and Success:

Actions	Led by	Timeline	Expected Outcomes	Evaluation
Mentoring of Class 10 – 12 students will occur.	C10-12 kaitiaki Melanie Andrew	Ongoing	Improved submission and attendance rates. Achievement of Māori and Pasifika student reaches school targets set.	Attendance data. EDGE entries for mentoring. Achievement data.
Student achievement will be closely tracked.	HSQC HOD's Sophie Cameron	Ongoing	Improved achievement rates and increase in student engagement. Ongoing high school mentoring conversations with kaitiaki about achievement over the year will support students in their subjects and allow for early interventions and support. Early contact with whānau about achievement.	Achievement rates. Kaitiaki/mentoring meetings.
Endorsement group identified and tracked.	HSQC HOD's	Ongoing	Improved level of endorsements.	Achievement data. Student voice.
UE pathways tracking, explicit tracking of students' courses.	HSQC	Ongoing	Improved UE Achievement rates. Increase in conversations with students in Class 8, 9 and 10 and about Pathways and subject courses.	Achievement data. Mentoring.
Each student supported with course selection and school/career pathways.	Melanie	Course check-in early Term 1 and ongoing throughout the year	Students will be in a meaningful course which will enable them to pursue their pathway within and out of school.	Edge profile. Pastoral entries for check ins.

Whānau and Community Engagement:

Actions	Led by	Timeline	Expected Outcomes	Evaluation
Engage whānau through regular events across the school.	Desmond	Ongoing	Communication and relationships between the school and whānau will have strengthened. Parents will feel more empowered and enabled to support their children.	Attendance at promoted events. Whānau voice. Evaluation of effectiveness. Identify success stories and create video clips to upload to our website.
Friday Flyer and social media will be used to inform whānau - outlining events coming up, recent progress and celebrating success.	Desmond Arlene	Ongoing	Whānau will feel informed about events and that their children's success is being celebrated in a culturally responsive way.	Attendance at promoted events.
Whānau Advisory Groups established and termly meetings occurring.	Andrea	Termly	Termly engagement in Whānau Advisory Group Meetings to hear community voice and build on partnerships with the community.	Attendance and engagement at termly meetings. Meeting minutes. Advisory group voice.
Whānau voice on curriculum, belonging, school values, behaviour.	Arlene Desmond Andrew	Parent Teacher Interviews	Whānau will share voice about these areas, to give us a triangulated view of their perspective of the school.	Survey data.

BOARD MEETINGS 2022										
TERM 1		TERM 2			TERM 3			TERM 4		
FEB	MAR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
21	28	16	27	25	29	26	31	28	TBC	

(RSST) TRUST MEETINGS 2022										
TERM 1		TERM 2			TERM 3			TERM 4		
FEB	MAR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
23	22	10	21	-	23	20	18	22	TBC	

COMBINED BoT, RSST and COLLEGE MEETINGS 2022			
TERM 1	TERM 2	TERM 3	TERM 4
-	Thursday 30 June	Thursday 22 September	Thursday 17 November

Reports to the Board of Trustees 2022		
MONTHLY		
What	Who	When due to Principal
Principal's report including staffing, employment, Special Character update, Board-alert	Principal	Mondays for Wednesday Board Pack dispatch deadline
Finance report including monthly accounts	Business Manager	
Enrolment and expressions of interest reports	Enrolments Officer	
RSST Report	RSST Representative	
Health and Safety	Principal	
Property report	Business Manager	
TERMLY		
What	Who	When due to Principal
Progress update on annual goals and targets	KG Manager, LS & HS Deputy Principals	17 Jun, 16 Sep, 18 Nov

STUDENT ACHIEVEMENT		
What	Who	When due to Principal
C10-12 summative analysis – February Board Pack	HS Assessment Coordinator and HS DP	10 February
OTJ summary and analysis for class 4-7	LS Assessment Coordinator and LS DP	4 March
C8-12 student achievement report – March Board Pack including NCEA and Steiner School Certificate results, graphed data, value added analysis on target groups and students in transition to High School (HS leaders to attend and respond to discussion)	HS Assessment Coordinator and HS DP	4 March
C1-7 Mid-Year student achievement report including progress towards targets and interim judgements re National Standards - September Board Pack	LS Assessment Coordinator and LS DP	16 September
C8-12 report on progress towards targets following mid-year exams and PTS conferences including analysis of mid-year student survey results, interim judgements for Classes 8 and 9 and student achievement across all subjects – September Board Pack	HS Assessment Coordinator and HS DP	16 September
6-Year-old Achievement Report – November Board Pack	Kindergarten Manager to Principal	18 November
OTHER REPORTS		
What	Who	When due to Principal
Final draft Annual Plan	Principal	10 February
Final draft of Analysis of Variance	Principal	10 February
Final Draft of Strategic Plan and Charter	Principal	10 February
High School Department Reports against 2019 Annual Plan	HS Deputy Principal & HSQC	15 March
High School Summative Analysis of Department Reports & Next Steps	HS Deputy Principal	14 March
Finalised Annual Plan, Charter and Analysis of Variance	Principal	14 March
APIS Report – October Board Pack	Principal and Business Manager	21 October
Budget update – October Board Pack	Business Manager	21 October
Professional Learning and Development summary 2022 – November Board Pack	Deputy Principal	18 November
Draft 2023 Budget – November Board Pack	Business Manager	18 November
2023 Special Character Attestation (for SEANZ) Draft VERSION	Principal	18 November
Special Character Evaluation and development (Communication & Collaboration FINAL)	Principal	18 November
Draft update to Strategic Plan and preliminary analysis of variance - December Board Pack	Principal	18 November