



2022 Annual Plan Variance Report

NCEA Level 2	Increase by (%)	To target (%)	Jun	Aug	Sep	Nov		2022
All class 11/year 12 students gaining Level 2	0	90	82	85	85	82		94%
Class 11 Māori students gaining Level 2	-	100	60	60	60	60		60%
NCEA Level 3	Increase by (%)	To target (%)	Jun	Aug	Sep	Nov		2022
All class 12/year 13 students gaining Level 3	1	95	80	72	72	76		84%
Class 12 Māori students gaining Level 3	NA	NA	NA	NA	NA	NA	-	NA
University Entrance	Increase by (%)	To target (%)	Jun	Aug	Sep	Nov		2022
Class 12 students gaining UE	2	90	80	68	68	76		68%
Class 12 Māori students gaining UE	NA	NA	NA	NA	NA	NA	-	NA
Endorsements (numbers)	Increase by	To target	Jun	Aug	Sep	Nov		2022
Class 11 students gaining Level 2 endorsement	2	18	17	16	16	14		16
Class 12 students gaining Level 3 endorsement	3	16	14	13	13	12		11
Class 11 Māori gaining Level 2 endorsement	3	3	3	3	3	3		3
Attendance	Increase by (%)	To target (%)	Jun	Aug	Sep	Nov		2022
All students regular attendance rate (90%+)	1	93	88%	80%	78%	73%		81%

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	Expected Outcomes	 	Analysis of Variance
Strengthen authentic learning from Class 1 through to Class 12	<p>Define authentic learning in relation to the principles of effective teaching practice for Michael Park School.</p> <p>Curriculum documentation reflects the following characteristics of authentic learning:</p> <ul style="list-style-type: none"> • 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 understanding. 		<ul style="list-style-type: none"> • Reflective learning and formative self-reviews were carried out at the end of topics and main lessons. • This will continue this year focusing on developing localised curriculum material throughout the school.
High School course selections enable authentic futures.	Ensure students are in courses relevant to their planned career pathway.		Individual meetings were carried out with all Class 10, 11 & 12 students. Course selections for 2023 confirmed
Establish a student feedback system whereby student voice data is gathered about every course.	Engagement will be tracked through student survey and observation data.		Student council established a plan last year. Next steps this year is to implement the survey each term and share findings with the student body and staff.

Differentiation	Expected Outcomes	 	Analysis of Variance
<p>Teachers will collaborate to interpret achievement data.</p> <p>Teachers will utilise achievement data to identify student learning needs.</p>	<p>Teachers will be enabled to collaborate with each other to inform differentiated learning programmes for students.</p> <p>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.</p>		<ul style="list-style-type: none"> • Data was used to create support plans for identified students. • Alternative vocational courses have been provided for students to support their learning and qualifications • Assessment data provided information to assist students next steps of learning to support IEP
Curriculum documentation reflects a commitment to differentiating learning for all students.	Unit planning includes a differentiated approach. Formative practices are used to differentiate lessons and the needs of learners.		<ul style="list-style-type: none"> • Students to support were identified and work was differentiated to include and help achievement throughout the school. • The next step for this year is having a consistent reporting format for all unit plans.
A professional learning programme focused on formative assessment is provided.	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.		<ul style="list-style-type: none"> • This was not carried out and will be a focus of differentiation for this year. • School will invite staff for expressions of interest to hold this position of responsibility for 2023.
Effective teaching practices can be used as a point of reference for coaching conversations and self-reflection.	Inquiries, mentoring and observations focus on effective teaching practices.		<ul style="list-style-type: none"> • Coaching leadership workshops to be carried out at PDL sessions during section meetings this year as a way of improving conversations and promoting leadership in the school





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	Expected Outcomes	 	Analysis of Variance
<p>Staff and students are consulted on what contributes to their well-being and how it could be further supported.</p> <p>Utilise NZCER survey to select indicators that impact on staff and student wellbeing and monitor these.</p>	<p>Factors impacting well-being are clearly identified.</p> <ul style="list-style-type: none"> • Ānahera (the Angels) • “What are wellbeing needs?” What is our staff perception of this question? <p>Consultation provides actions for the school. Solutions are co-constructed with staff and enacted.</p> <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. 		<ul style="list-style-type: none"> • Co-constructed recommendations were identified last year and the following initiatives were carried out as a result of the discussions: <ul style="list-style-type: none"> o sports during lunch break o paid wellness holiday workshop for staff o school paying for play tickets for staff & families o Holiday workshops for students o Student furniture in the High School o Shelters outside art room, class 1, 6 & 7 o Heat Pumps installed throughout C1-7 o Release days for LS staff to write reports o End of year lunch for staff offsite
<p>Assessment calendar is created and used to inform assessment timing.</p> <p>Make the assessment calendar accessible to all students.</p> <p>Review resubmission assessment practices.</p>	<p>Assessment pressures are managed and minimised. Students are able to discuss their assessment timings with Kaiako and Melanie.</p> <p>Assessment deadline interventions can occur with HODs to manage high pressure assessment times.</p> <p>Resubmissions are purposeful.</p>		<ul style="list-style-type: none"> • Very positive indications from the high school MNA review completed in October by NZQA reported that our school processes are set for purpose and are aligned to NZQA standards.

<p>PLD for staff on restorative practices and how to maintain classroom routines and expectations.</p> <p>Clearly communicate pastoral processes to support teachers maintaining positive learning environments.</p>	<p>Teachers use a wider range of effective strategies to be responsive to learner needs and manage behaviour. Continue to use the Cool Schools programme to support students.</p> <p>Observations of lessons show implementation of routines and expectations.</p> <p>Pastoral processes are clearly communicated and visible to staff.</p>		<ul style="list-style-type: none"> • Restorative Practices: PLD will be scheduled this year to continue working with restorative conversations for staff to use. • Pastoral processes: PLD sessions were carried out last year in high school meetings covering scenarios of pastoral incidents, how to address it and follow up afterwards. • HS pastorals steps are being followed and monitored and logged onto the Edge • Similar approach was also carried out in the lower & middle school.
<p>High School students learn practical steps to manage their time during kaitiaki lessons.</p>	<p>Students will be able to discuss their time management strategies and how this links to their well-being with their kaitiaki and/or Melanie.</p>		<ul style="list-style-type: none"> • Overview of subjects as well as an individual class resource pack was developed and distributed throughout the high school • Kaitiaki (form teachers) utilised 2-3 lessons each term to provide students with meaningful activities • next steps for this year, the activities can provide a base for Kaitiaki mentoring and HS interviews.

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 mindset, 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	Expected Outcomes	 	Analysis of Variance
<p>Staff will continue to develop culturally responsive pedagogy through professional learning.</p>	<p>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.</p>		<ul style="list-style-type: none"> • Faculty meetings focused on culturally responsive pedagogy and scheduled follow up sessions at section meetings was carried out. • Staff have been working independently learning to reo, where time is provided at the start of weekly section meetings to work through provided resource material. • Lesson observations & gathering student voice is being carried out this term to gauge value added and feedforward for 2023.
<p>Staff will share best practice, within sections, focusing on culturally responsive pedagogy.</p>	<p>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.</p>		<ul style="list-style-type: none"> • Staff voice is a regular agenda item at staff meetings • Student voice is collected termly through the students council and action points are worked through during the term. • Edgar and Arlene attended the NZA histories workshop last year and will lead the process to integrate NZAH learnings into our curriculum this year.

Student Engagement and Success:

Actions	Expected Outcomes	 	Analysis of Variance
Mentoring of Class 10 – 12 students will occur.	Improved submission and attendance rates. Achievement of Māori and Pasifika student reaches school targets set.		<ul style="list-style-type: none"> Purposeful mentoring conversations with every student in C10-12 was carried out with our Horizon co-ordinator to assist with their individual learning programs. Pastoral conversations and mentoring was regularly carried out with students kaitiaki throughout high school.
Student achievement will be closely tracked.	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.		<ul style="list-style-type: none"> Student achievement was monitored and/or discussed at weekly HSQC meetings Strategies to support students next steps was communicated with parents and staff as soon as issues arose.
Endorsement group identified and tracked.	Improved level of endorsements.		<ul style="list-style-type: none"> Endorsement cohort were identified and supported throughout the year
UE pathways tracking, explicit tracking of students' courses.	Improved UE Achievement rates. Increase in conversations with students in Class 8, 9 and 10 and about Pathways and subject courses.		<ul style="list-style-type: none"> HSQC have overseen tracking of Class 12 students The Horizon coordinator followed up with all C12 students and informed parents of students' progress throughout the year. We knew the students at risk of not attaining UE and NCEA L3 worked with them to help them get the qualification - ie coming in after externals to submit internal assessments, providing Te Kura work to complete over the summer break.
Each student are supported with course selection and school/career pathways.	Students will be in a meaningful course which will enable them to pursue their pathway within and out of school.		<ul style="list-style-type: none"> All senior students were supported with 1:1 guidance regarding course selection and future pathways Student course selections are shared with parents and issues are worked through pragmatically

Whānau and Community Engagement:

Actions	Expected Outcomes	 	Analysis of Variance
Engage whānau through regular events across the school.	Communication and relationships between the school and whānau will have strengthened. Parents will feel more empowered and enabled to support their children.		<ul style="list-style-type: none"> Class meetings, school events, class plays, student presentations were promoted through our local channels inviting whanau to attend. All events were positively supported throughout the year. Our School Fair highlighted everything that is special about our school with our community working together to produce a wonderful event showcasing our school to the wider community to enjoy and appreciate.
Friday Flyer and social media will be used to inform whānau - outlining events coming up, recent progress and celebrating success.	Whānau will feel informed about events and that their children's success is being celebrated in a culturally responsive way.		<ul style="list-style-type: none"> Weekly Friday Flyer was published throughout the year highlighting student achievements, class activities, school events and promoting community workshops and events happening within our community.
Whānau Advisory Groups established and termly meetings occurring.	Termly engagement in Whānau Advisory Group Meetings to hear community voice and build on partnerships with the community.		<ul style="list-style-type: none"> Whanau hui have taken place in term 2, 3 & 4 Purposeful dialogue and conversations have come out of each meeting that has provided initiatives to follow up
Whānau voice on curriculum, belonging, school values, behaviour.	Whānau will share voice about these areas, to give us a triangulated view of their perspective of the school.		<ul style="list-style-type: none"> Whānau contributed to the vision, mission & values workshops that were carried out last year that helped to form a new statement for our school that will be used prominently moving forward.