

We value integrity, inclusivity, and respect, and enable students to become creative, critical thinkers who positively contribute to our community.

ANNUAL PLAN 2023: Overarching Targets - Achievement and Attendance

NCEA Level 2	Target (%)
Class 11/year 12 cohort attaining Level 2	83
Class 11 Māori students attaining Level 2	67
Class 11 Pasifika students attaining Level 2	100
NCEA Level 3	Target (%)
All class 12/year 13 cohort attaining Level 3	91
Class 12 Māori students attaining Level 3	100
Class 12 Pasifika students attaining Level 3	100
University Entrance	Target (%)
Class 12 cohort attaining UE	82
Class 12 Māori students attaining UE	100
Class 12 Pasifika students attaining UE	50
Endorsements (numbers)	Target (%)
Class 11 students gaining Level 2 endorsement	38
Class 12 students gaining Level 3 endorsement	59

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 using culturally responsive (localised) curriculum throughout the school. Development of main lesson and culturally responsive curriculum content throughout the school

Arlene
Sophie
Cameron
HSQC
HS HODs

Ongoing

Curriculum documentation reflects the following characteristics of authentic learning and culturally responsive material:

- describes active student engagement in exploration and inquiry.
- demonstrates that learning is centred on authentic, relevant, real-world tasks that are of interest to students.
- values and integrates student language, culture and identity within the course content and in each classroom.
- demonstrates that learning is closely connected to the world beyond the classroom

High School course selections enable authentic futures.

Melanie

Termly

- 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	<ul style="list-style-type: none"> 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 HOD's	Ongoing	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.	Arlene Andrew	Ongoing	<ul style="list-style-type: none"> Inquiries, mentoring, and observations focus on effective teaching practices. 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.

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 Ciaran Kaitiaki	Termly	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? • Consultation provides actions for the school. • Solutions are co-constructed with staff and enacted.
PLD for staff on restorative practices and how to maintain classroom routines and expectations.	Arlene Andrew	Ongoing	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 whānau 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.	Arlene Andrew	Ongoing	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Classroom observations. Student voice.
Staff will share best practice, within sections, focusing on culturally responsive pedagogy.	Arlene Andrew	Ongoing	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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.	Desmond	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 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 2023									
TERM 1		TERM 2		TERM 3			TERM 4		
FEB	MAR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
20	20	22	19	24	21	18	16	20	TBC
(RSST) TRUST MEETINGS 2023									
TERM 1		TERM 2		TERM 3			TERM 4		
FEB	MAR	MAY	JUN	(JUL) AUG	AUG	SEP	OCT	NOV	DEC
28	28	30	27	1	29	-	10	14	TBC
COMBINED BoT, RSST and COLLEGE MEETINGS 2023									
TERM 1		TERM 2		TERM 3			TERM 4		
3 APR		TBC		TBC			TBC		

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
Finance report including monthly accounts	Business Manager	Board Pack dispatch deadline
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	LS & HS Deputy Principals	9 Jun, 8 Sep, 10 Nov

STUDENT ACHIEVEMENT		
What	Who	When due to Principal
C10-12 summative analysis – March Board Pack	HS Assessment Coordinator and HS DP	10 March
OTJ summary and analysis for class 4-9	LS Assessment Coordinator and LS DP	10 March
C4-12 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	10 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	8 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	8 September
6-Year-old Achievement Report – November Board Pack	Kindergarten Manager to Principal	10 November
OTHER REPORTS		
What	Who	When due to Principal
Finalised Analysis of Variance	Principal	10 February
Finalised Strategic Plan	Principal	10 February
High School Department Reports against 2023 Annual Plan	HS Deputy Principal & HSQC	10 March
High School Summative Analysis of Department Reports & Next Steps	HS Deputy Principal	10 March
Finalised Annual Plan	Principal	10 March
APIS Report – October Board Pack	Principal and Business Manager	6 October
Budget update – October Board Pack	Business Manager	6 October
Professional Learning and Development summary 2023 – November Board Pack	Deputy Principal	10 November
Draft 2024 Budget – November Board Pack	Business Manager	10 November
2023 Special Character Attestation (for SEANZ) Draft VERSION	Principal	10 November
Special Character Evaluation and development (Communication & Collaboration FINAL)	Principal	10 November
Draft update to Strategic Plan and preliminary analysis of variance - November Board Pack	Principal	10 November