



2023 Annual Plan Variance Report

NCEA Level 2	Target (%)	Jun	Aug*	Sep	Nov*		2023
Class 11 (Year 12) students gaining Level 2	83	83	83	83	83	<input checked="" type="checkbox"/>	97%
Class 11 Māori students gaining Level 2	67	67	67	67	67	<input checked="" type="checkbox"/>	67%
Class 11 Pasifika students gaining Level 2	100	100	100	100	100	<input checked="" type="checkbox"/>	100%
NCEA Level 3	Target (%)	Jun	Aug*	Sep	Nov*		2023
Class 12 (Year 13) students gaining Level 3	91	82	82	82	82	<input checked="" type="checkbox"/>	100%
Class 12 Māori students gaining Level 3	100	100	100	100	100	<input checked="" type="checkbox"/>	100%
Class 12 Pasifika students attaining Level 3	100	100	100	100	100	<input checked="" type="checkbox"/>	100%
University Entrance	Target (%)	Jun	Aug*	Sep	Nov*		2023
Class 12 students gaining UE	82	80	70	70	76	<input checked="" type="checkbox"/>	95%
Class 12 Māori students gaining UE	100	100	100	100	100	<input checked="" type="checkbox"/>	100%
Class 12 Pasifika students attaining UE	50	50	50	50	50	<input checked="" type="checkbox"/>	100%
Endorsements	Target (%)	Jun	Aug*	Sep	Nov*		2023
Class 11 students gaining NCEA Level 2 endorsement	39	33	33	33	33	<input checked="" type="checkbox"/>	39%
Class 12 students gaining NCEA Level 3 endorsement	59	50	45	45	50	<input checked="" type="checkbox"/>	64%

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 them 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

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
<p>Strengthen authentic learning from Class 1 through to Class 12 using culturally responsive (localised) curriculum throughout the school.</p> <p>Development of main lesson and culturally responsive curriculum content throughout the school</p>	<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. 		<p>Achievement expectations have been attached to main lessons throughout the lower school. They will be used to support literacy and numeracy in classes 4-7, this year.</p> <p>The high school curriculum was completed in November 2023, high school teachers have been working online with the Steiner high school teachers in NZ to establish assessment criteria and provide feedback to the fellowship for consideration.</p>
<p>High School course selections enable authentic futures.</p>	<p>Ensure students are in courses relevant to their planned career pathway.</p>		<p>Individual meetings were carried out last year and at the beginning of 2024 with all Class 10, 11 & 12 students to confirm course selections for this year.</p>
<p>Establish a student feedback system whereby student voice data is gathered about every course.</p>	<p>Engagement will be tracked through student survey and observation data.</p>		<p>Class 6-12 survey results for formative assessment and kahui whetu were analysed and shared with staff and students.</p> <p>Lower School: Teachers are keeping records (Class 1 & 2), and providing students self-assessment sheets (Class 3-7)</p>

Differentiation	Expected Outcomes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	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>	<input checked="" type="checkbox"/>	<p>Differentiated learning programmes for students have come out of the collaborative staff meetings.</p> <p>Shared moderation of e-AsTtle writing, PAT's, common assessment tasks and internal assessments is common practice throughout the school.</p>
<p>Curriculum documentation reflects a commitment to differentiating learning for all students.</p>	<p>Unit planning includes a differentiated approach.</p> <p>Formative practices are used to differentiate lessons and the needs of learners.</p>	<input checked="" type="checkbox"/>	<p>Consistency of planning templates and documentation is being seen in high school curriculum departments.</p> <p>SENCO regularly updates HS & LS Individual Education Plan (IEP) and strategies for students as the context of their learning changes.</p>
<p>A professional learning programme focused on formative assessment is provided.</p>	<p>Formative practices expertise is disseminated throughout the school.</p> <p>Formative assessment is evident in classroom observations.</p> <p>Learners report agency in their learning.</p> <p>Formative assessment is used to inform class discussions.</p>	<input checked="" type="checkbox"/>	<p>A formative assessment survey was completed by C5-12 students. Findings were shared with staff, to assist with purposeful strategies to support learning and engagement.</p>
<p>Effective teaching practices can be used as a point of reference for coaching conversations and self-reflection.</p>	<p>Inquiries, mentoring and observations focus on effective teaching practices.</p>	<input checked="" type="checkbox"/>	<p>Coaching leadership workshops were carried out during lower school staff meetings last year as a way of improving conversations and promoting leadership in the school.</p>






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>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>Co-constructed recommendations that were identified in 2022 were carried out again as a result of the discussions from last year:</p> <ul style="list-style-type: none"> o sports in the gymnasium during breaks o special character workshops for staff o school paying for play tickets for staff & families o Release days for LS staff to write reports o Whole school weekly staff meetings o End of year lunch for staff offsite
<p>PLD for staff on restorative practices and how to maintain classroom routines and expectations. 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. Observations of lessons show implementation of routines and expectations. Pastoral processes are clearly communicated and visible to staff.</p>		<p>Pastoral processes: PLD sessions were carried out last year in staff meetings covering scenarios of pastoral incidents, how to address it and how to follow up afterwards. Pastoral steps are being followed and monitored and logged onto the Edge</p>
<p>High School students learn practical steps to manage their time during hui ako lessons.</p>	<p>Students will be able to discuss their time management strategies and how this links to their well-being with their kaiako and/or Melanie.</p>		<p>Overview of subjects as well as an individual class resource pack was developed and distributed throughout the high school Kaiako utilised 2-3 lessons each term to provide students with meaningful activities Next steps for this year, the activities can provide a base for kaiako mentoring and high school interviews.</p>

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

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	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Analysis of Variance
Staff will continue to develop culturally responsive pedagogy through professional learning.	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.	<input checked="" type="checkbox"/>	Staff meetings focused on culturally responsive pedagogy. 4 staff took up the opportunity to carry out an online te reo course, 4 additional colleagues have signed on for this year. Additional material has been created for teachers to support the use of te reo in the classroom.
Staff will share best practice, within sections, focusing on culturally responsive pedagogy.	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.	<input checked="" type="checkbox"/>	New meeting format has enabled opportunities of collaborative conversations, special character PLD & book studies to be carried out. Feedback from staff has been positive. Student voice is being organised through students council

Student Engagement and Success:

Actions	Expected Outcomes	 	Analysis of Variance
Mentoring of Class 10 – 12 students will occur.	<p>Improved submission and attendance rates.</p> <p>Achievement of Māori and Pasifika student reaches school targets set.</p>		<p>Purposeful mentoring conversations with every student in C10-12 was carried out with our Horizon co-ordinator to assist with their individual learning programs.</p> <p>Pastoral conversations and mentoring was regularly carried out with kaiako throughout high school.</p>
Student achievement will be closely tracked.	<p>Increase in student engagement. Ongoing high school mentoring conversations with kaiako about achievement over the year will support students in their subjects and allow for early interventions and support. Early contact with whānau about achievement.</p>		<p>Student achievement was monitored and discussed at the high school qualification (HSQC) meetings. Strategies to support students' next steps are communicated with parents and staff as soon as issues arise.</p>
Endorsement group identified and tracked.	<p>Improved level of endorsements.</p>		<p>Endorsement cohort were identified and supported throughout the year</p>
UE pathways tracking, explicit tracking of students' courses.	<p>Improved UE Achievement rates. Increase in conversations with students in Class 8, 9 and 10 and about Pathways and subject courses.</p>		<p>HSQC have overseen tracking of Class 11 & 12 students. The Horizon coordinator followed up with all students and informed parents of students' progress throughout the year.</p>
Each student is supported with course selection and school/career pathways.	<p>Students will be in a meaningful course which will enable them to pursue their pathway within and out of school.</p>		<p>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</p>

Whānau and Community Engagement:

Actions	Expected Outcomes	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	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.	<input checked="" type="checkbox"/>	School wide events are communicated weekly through the flyer and specific notifications to parents and students are communicated via EDGE. Co-curricular, class events, school events and student achievements are celebrated and highlighted in our weekly flyer that is uploaded to our website.
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.	<input checked="" type="checkbox"/>	Same as above
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.	<input checked="" type="checkbox"/>	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.	<input checked="" type="checkbox"/>	Whānau contributed to the strategic consultations that were carried out last year that helped to form our 2024-2026 strategic plan.