Ao Tawhiti Unlimited Discovery

Explore your learning • Achieve your potential

2016 Annual Plan

2016-2018 Charter Strategic Goal	2016 Annual Aim
1 To grow a community of learners	1 To develop and trial processes to support independent learning
	2 To develop and trial community activities
2 To recognise and facilitate individual student success	3 To ensure that Māori and Pasifika students are supported in achieving educational success
	4 To achieve aspirational and realistic literacy and numeracy goals for our Y1-8 students
3 To transition back into the CBD	5 To develop a strong connection and relationship with the central city
	6 To attract whānau, staff and other organisations to our community
4 To develop strong partnerships with key organisations locally and globally	7 To set aspirational and realistic targets for all students undertaking a programme incorporating NCEA
	8 To identify and build authentic relationships with key organisations

Annual Aim 1
To develop and trial processes to support independent learning

Context
Ao Tawhiti Unlimited Discovery has a firm philosophical belief that students are central in directing their learning. Students are encouraged to develop their own projects, inquiries and learning programmes through intentional planning with parents and learning advisors. Y7-13 students at Ao Tawhiti Unlimited Discovery are largely unsupported in their Student Directed Learning time (SDL) or Project Based Learning time (PBL). This is partly due to the pressure to staff 1:1 meetings, conferences, classes while meeting our contractual requirements. In 2014 we trialled employing 1 support staff member to support with monitoring PBL in the Y9-13 school, and one learning advisor was employed part time to support science and technology projects for Term 1 at the Y0-8 school. This investment in staffing had some impact on promoting our SDL and PBL, but in effect became a person employed to take a very large roll. Personal projects while philosophically vital to our special character, continued to suffer due to a lack of obvious rewards that course based learning naturally provides (NCEA, timely and relevant feedback on learning).

For 2015 we promoted student directed learning by changing the manner in which we plan for and deliver it. For Y7-13 we required the student's homebase LA to develop a SDL / PBL plan in their IEMs and monitor it through the student's 1:1s. The intention was to place the responsibility for the learning with the student. It also removed the need for us to staff someone in a room to take the roll.

In 2015 we also rolled out a purpose built Learning Management System (LMS) for all Y1-9 students. It was an important part of developing a system to support students with their independent learning. Students are now able to set goals in the LMS, link it to curriculum and track it online. A major challenge continued to be the spaces we are working in at our temporary sites. They are not conducive to Modern Learning Practices, and for 2016 that becomes further exacerbated by the loss of the one open learning space we had in 2015.

For 2016 we plan to further support our Y1-6 students in developing personal inquiry and independent learning in part by a change in our timetable structures. We have moved our structured, teacher led sessions to the end on the day to encourage students to plan out their day around whatever they are passionate about. For our Y7-10 students we have introduced 4 90 min sessions at the start of the day. These sessions are led within communities (or homebases), and are designed to promote the skills necessary for inquiry, planning independent learning or leading your own projects. For Y11-13 students we have introduced (at considerable staffing cost) mentoring time. This mentoring is designed to support curriculum or NCEA. Students can met a learning advisor to discuss their course work, or plan for, develop and evaluate an independent project. Mentoring has never been staffed at the school before, and it will take time to develop systems that best support this type of learning.

Actions to achieve aim	Led by	Budget	Timeframe
To conduct an initial review of Y11-13 mentoring, making any necessary systems changes	Deputy Director (Unlimited) w/ CLs	0	Mid term 2
To conduct an initial review of Y7-10 community time, making any necessary systems changes	Deputy Director (Unlimited) w/ CLs	0	Mid term 2
To conduct an initial review of Y1-6 morning sessions, making any necessary systems changes	Deputy Director (Discovery) w/ CLs	0	Start term 2
Interview / survey students about value of SDL / PBL and classes	Deputy Directors	0	End term 2
Conduct survey of LMS with students, parents and Learning Advisors	Director with Systems Leader	0	End term 2
Provide professional learning opportunities (school visits) for Community Leaders with critical reviewer (coach)	CLs with SLT	$35000	Terms 1 - 3

Annual Aim 2
To develop and trial community activities

Context
Communities were an important structure at Unlimited Paenga Tawhiti when it was located in the CBD. In anticipation of our move back to the CBD (Initially schedule for 2016, then Term 1 2017 and now delayed without a clear date), there is a need to build communities towards their intended purpose and structure. Communities for 2016 are loosely based as Y1-3, Y4-6, Y7-10 (x2), and Y11-13 (x3). Each of these community levels has a slightly different focus. The Y1-3 community is about developing connections at a homebase level, Y4-6 is about working across a community, Y7-10 communities are focused on getting students working independently and /or collaboratively on their passions, while building connections with students beyond their homebase, while Y11-13 communities are an opportunity for students to build and strengthen their connections with each other and beyond the school.

For 2016 each community leader has been tasked with building learning opportunities and relationships for the students within their community. This is a huge focus for the leadership of the school. We have applied for EDI funding to help build the capacity and capabilities of our community leaders. There is a focus on leading through coaching, and visiting other schools to see what they do. There is also a desire to have communities work across communities (for example Y1-3 working with Y7-10) to help build a sense of "one school".

All communities are expected to run termly evenings for their communities (particularly parents). These sessions are designed to enhance the sense of belonging to the community. CLs are also expected to review their communities progress, through weekly meetings with the appropriate deputy director.

To help the students feel more connected to community, CLs are also expected to develop at least 3 opportunities for the students to work as a community. These days or events can be solely focused on key competencies, but are not expected to be planned for as curriculum activities. These activities are not to be planned for as one large community (for example all Y11-13 communities planning to work together). Each community is expected to have its own take on community. This should as much as possible come for the voice of the students, and learning advisors within the community.

Actions to achieve aim	Led by	Budget	Timeframe
PLD for Middle Leaders on coaching and school visits to see community practice in other schools	SLT with CLs and Mark Sweeney	$35000	8 sessions throughout the year
Create opportunities for parent voice - through community meetings and PLD evenings	CLs	$4000 per CL	Termly
Professional pairing of CLs (critical friends) to plan for, implement and evaluate school visits	Director	0	Term 1 (plan), Term 2-3 (implement), Term 4 (evaluate)
Several community activities organised and implemented across the year.	CLs	$4000 per CL	Roughly 1 per term
Review effectiveness of community with students, parents and learning advisors.	CLs	0	End Term 3

Annual Aim 3

To ensure that Māori and Pasifika students are supported in achieving educational success

Baseline data 2015

2015 identified this as an important aim for our school. Several steps were undertaken to start this process, most notably an initial meeting of a whanau group to talk about powhiri, mihi whakatau and how to bring more opportunities for Te Reo Maori and tikanga into our school. A professional learning group was also established by a group of learning advisors. They began looking at the data we had, how we used it and what we were doing to improve outcomes for our Maori students. All of this work is still in its infancy. Several of the planned opportunities from last year's annual plan were not undertaken as leadership was regularly forced to work around property matters as directed by the Ministry. These ongoing distractions (as no tangible outcomes around property have yet been achieved) significantly impacted on the ability to organise and implement any of intended visits to marae or work with local iwi. The Director has made this a priority above property for 2016, as our Maori and Pasifika students continue to perform lower than the rest of our students.

The 2015 National Standards data shows that Maori students performed significantly poorer than our non Maori students. Overall data shows that 8 (50%) of our Maori students sitting the reading national standards were below or well below. This drops to 6 students (37.5%) for both the writing and mathematics national standards. We set a target last year of improving the levels of achievement for our Maori students. We had some success in both writing and mathematics but did not see any improvement in reading

We have also identified that we need to greatly improve our support of all of our NCEA level students, including Maori. The vocational pathways, youth guarantee scheme and mentoring promoted by Rawhiri Gibson and Trevor McIntyre are already a nature part of our process. We need to make sure that as a staff we are aware of our Maori students and are continuing to promoted Maori achievement. The work last year our of professional learning group needs to be maintained and continued. We have employed a Kaiako for 2016 to further support this area for improvement

In 2015 no Year 11 Maori attempted Level 2 or 3. This was the same as 2014. Maori attempting NCEA Level 1 performed below the national average. At Year 12 our Maori students performed significantly below the national average at Level 1, but better at Level 2. No Maori students attempted NCEA Level 3 or UE at Year 12. Year 13 Maori achieved slightly above the national averages for Year 13. It is worth noting that Year 13 Maori appear to catch up with NCEA Level 1. This may be because they are taking a multi-year approach to NCEA, or this statistic may be the result of some Maori leaving school prior to Year 13.

Our roll-based statistics show a continuing trend towards meeting the national target of 85% of 18 year olds (in our case, school leavers — i.e. Year 13) attaining NCEA Level 2 (or equivalent). Continued monitoring of Year 13s will help ensure this trend continues. Our participation results are misleading due to the fact that not all students engage in sufficient standards to achieve at a given level. One way to address this issue is to ensure that all students are entering enough NCEA standards to achieve NCEA. However, this may result in a conflict with the school's special character.

Maori are sitting below the national average for Maori at NCEA Level 1. Although they appear to catch up in Year 13, we should look more closely at what is going in in Year 11 and 12.

For 2016 we will identify Year 11 Maori and ensure their programmes allow them to achieve NCEA Level 1. This will provide them with a good grounding for Level 2 and beyond

Student Targets:
1. At least 4 of the 8, Year 1-7 Maori students identified as "below" or "well below" the national standard for reading in 2015 (Year 2 and 8 in 2016), will have made more than one year's progress to be "at" or "above" the national standard for writing or equivalent.
2. At least 85% of Māori and Pasifika students with an NCEA qualification goal will achieve their set goal.

Actions to achieve targets	Led by	Budget	Timeframe
All Māori and Pasifika on roll identified with learning advisor becoming mentor and advocate	Director		Term 1
Personal achievement goals monitored in each 1:1 or conference and IEM	HB LAs		Throughout year
Māori and Pasifika reported on to BoT at every meeting	Director		Throughout year
Community forums set up to discuss Maori and Pasifika success	Director	$500	Term 2, Term 3 and Term 4

Professional learning opportunities with local iwi established	Director with Curriculum Leader		Term 2
Marae visit for whole staff identified and professional learning plan developed to support	Director with Curriculum Leader		Term 2 - visit following this
All Y11 Maori students have a clear NCEA Level 1 plan (this could include achievement over several years)	Director with Curriculum Leader		Term 1
NCEA Level Maori students are offered Gateway and Careers guidance at IEMs and 1:1 meetings	Director with Curriculum Leader		Term 1
Purchase Y1-8 reading and writing resources based on Maori student interest and community/whanau forums	Curriculum Leader with Y1-10 CLs	$1000	Term 2

Annual Aim 4

To achieve aspirational and realistic literacy and numeracy goals for our Y1-8 students.

Baseline data 2015 - National Standards

Maths: 102 (70%) of our students are 'at' or 'above' the National Standard, with boys out performing girls by 76% to 64%. All of these figures are worse than in 2014. Part of this could be the movement of the Y7 and Y8 students to the secondary campus, and the students shift from 1-2 learning advisors to working with 5-7 learning advisors. While they still have 1 learning advisor overseeing their achievement, they no longer have the stability of 1 professional working with them for all aspects of their programme. In 2014 80-90% of our Y7 and 8s were above the standard compared to between 72%-78% this year. This is a significant change, particularly since we invested in resourcing training for Learning Advisors around National Standards. Our Y2 and Y3 students are particularly struggling (60% are below or well below the standard). This was also the case in 2015.. 31.3% of Maori students are performing below the standard and 6.3% are well below. This is an insignificant improvement from the previous year.

Writing: 68% of our students are 'at' or 'above' the National Standard (compared with 64% in 2014), with girls out performing boys 72% to 64%. Both genders have improved from 2014. 37.5% of Maori students are achieving below the standard and no students are well below. Again this is an improvement from 2014. 8 of our Y7 students (57%) are below the standard.

Reading: Our Y1-2 students continue to perform poorly compared to the National Standard (both slightly over 50% below the standard). The data shows 28% of our students performing above the standard (compared to 43% of students in 2014), with boys out performing girls by 68% to 65% ('at' or 'above' the National Standard). 31% of Maori students are performing below the standard (compared to 40% in 2014) and 19% well below. (20% in 2014).

Student Targets:

1. At least 6 of the 8, Year 1-8 Maori students identified as "below" or "well below" the national standard for **reading** in 2015, will have made more than one year's progress to be "at" or "above" the national standard for **reading** or equivalent.
2. At least 2 of the 5, Year 7 students identified as "below" or "well below" the national standard for **reading** in 2015 (Year 8 in 2016), will have made more than one year's progress to be "at" or "above" the national standard for **reading** or equivalent.

3. At least 5 of the 8, Year 7 students identified as "below" or "well below" the national standard for **writing** in 2015 (Year 8 in 2016), will have made more than one year's progress to be "at" or "above" the national standard for **writing** or equivalent.

4. At least 3 of the 8 Y4 students identified as "below" or "well below" the national standard for **writing** in 2015 (Year 5 in 2016), will have made more than one year's progress to be "at" or "above" the national standard for **writing** or equivalent.

5. At least 2 of the 6 Maori students identified as "below" or "well below" the national standard for **mathematics** in 2015, will have made more than one year's progress to be "at" or "above" the national standard for **mathematics** or equivalent.

6. At least 5 of the 10 Y3 students identified as "below" or "well below" the national standard for **mathematics** in 2015 (Y4 in 2016), will have made more than one year's progress to be "at" or "above" the national standard for **mathematics** or equivalent.

Actions to achieve targets	Led by	Budget	Timeframe
Analyse December 2015 achievement data to inform progress and planning for 2016	Senior Leadership Team		January 2016
Monitoring meetings every 4 weeks to discuss progress of National Standards target group	Deputy Director (Discovery) and NS Leader		On-going throughout year
Resourcing for Y1-3 Reading	Deputy Director (Discovery) and Y1-3 CL	1-3 budget	Term 2
Resourcing to support Y8 students in writing and mathematics	NS Leader and Y7-10 CLs		Term 1
Building reflection activities for learning that have a writing focus and increasing expectations around the number of written projects required.	Deputy Director (Discovery) and CLs		Term 1 and 2
Review mid year achievement data and compare to 2015 end of year data to identify target groups and their priorities	Deputy Director (Discovery) and NS Leader		End of Term 2
Celebrate reading and mathematics in school newsletters	CLs Y1-10		On-going throughout year

Analyse December 2016 achievement data to inform progress and planning for 2017	SLT		December 2016
Community forums with parents and families about reading mathematics and writing - at school and at home	Deputy Director (Discovery) and CLs		Term 2
Purchase of reading resources for Y8 students	Deputy Director (Discovery) and Y7-10 CLs	$500	Term 1

Annual Aim 5

To develop a strong connection and relationship with the central city

Context

As with 2014, 2015 proved to be a wasted year in terms of advancing our situation in the CBD. The start of 2016 demonstrates that once again our need to be in town is secondary to the bureaucratic wheels that need to turn to actually make this happen. Our initial optimism that 2016 would be filled with work towards our CBD site and building, has been shattered again with the loss of this site, and the inevitable delay that this will no doubt bring. We are now preparing ourselves for 2-3 years on top of the already 5 years since we lost our CBD home. It's extremely difficult to stay positive and plan for next steps when so much of what we rely on is not within our control. I imagine that if we continued to fail to deliver on promises at the rate of the Ministry of Education, we would be looking at statutory intervention. The implications of these delays make it difficult to keep revisiting this aim, year after year, without any ability to sustain it.

In last year's Annual Plan we noted the following:

> "This goal was largely placed on hold last year, with constant delays and hold ups with obtaining and announcing a site. We are now more than 15 months past the original deadline set by the ministry of education for the announcement of the site. While this may not seem important to this goal, having a confirmed site will create an awareness of where we are going. This could be used to help promote our connection to the central city.
>
> The delays also take the focus of the Director and the Board of Trustees away from one of their major task, student achievement, and place them on ensuring that property matters are dealt with (future location and buildings, but just as distracting, are the issues associated with being on split sites and dealing with our every changing lease arrangements with the University of Canterbury)."

Twelve months on, this statement continues to remain true. There is a strong desire from the leadership of the school to shift its focus from managing our constant property challenges (plans for the CBD move, managing split sites, the loss of space and services at the university) to more important concerns like raising our roll, providing our students with a wider range of opportunities, and of course, most importantly, actually becoming a merged school.

Again, from last year's Annual Plan:

> We are a central city school and are active members of our central city cluster. We need a tangible location to remind our community that the central city is our home. Unfortunately, you there are some things we cannot control or plan for and procurement of property is largely out of our hands. We will continue to encourage our Learning Advisors to find ways to engage with the central city, despite the associated costs and time.

Actions to achieve aim	Led by	Budget	Timeframe

Actions to achieve aim	Led by	Budget	Timeframe
Be a active member of the Central City Learning Cluster	Director		Throughout year
Make connections with central city businesses	SLT		Throughout year
Communities have half yearly visits to the central city	CLs	CL Budgets	Half Yearly
Property matters are followed up with Ministry of Education prior to each BoT meeting	Director / Board Chair		Monthly
Community is informed of our central city expeditions in newsletters	Director		Termly
Building progress evenings run with community	MOE / BoT / Director		Termly

Annual Aim 6
To attract whānau, staff and other organisations to our community

Context
Our school roll is currently sitting close to 450. This is considerably lower the figure we would like to maintain until we return to the centre of the city. Our roll is still very imbalanced, with approximately 345 of our students in Y7-13, and only 105 in Y1-6. This places considerable pressure on us, as the Ministry intends for us to grow to 680 students following our move to the CBD. This is a challenge as it requires us to grow our Y1-6 school quickly, while managing staffing levels to support the students across the two sites. To provide an example., our Y1-6 roll is such that we need to hire a full staff member to cover the levels, whereas our staffing requirement is slightly lower. If we were on one site we would have been able to use our Y7-13 staff to support the junior students. This has a considerable impact on the school financially and limits what we can offer.

As stated in 2015's Annual Plan:

> We absolutely believe that we are understaffed through this merger. This is entirely due to the split site. It makes it difficult to do what normal Area Schools would do to cover CRT. While the Ministry provides additional staffing to make the DDs "walking" DDs, this is not adequate to meet the needs of managing two sites, pressures to grow from 2017 and what effectively works out as managing 3 roll caps (one at each site and one overall). No other schools face these pressures and outside of EDI funding (which must be targeted to student achievement) there is very little additional support to ensure that our organisation can function as effectively as it could. All of these factors greatly contribute to our ability (or if we're not careful, inability) to attract the families and students who best meet our special character and the style of learning it provides.

We spent very little time focused on branding or marketing in the school since the merger, as we have had to focus on creating sustainable solutions to the issues of working across sites and managing our roll. This must become a focus, particularly due to our smaller roll, and potentially extended stay as two campuses separated from the CBD. There is a distinct need to market the school professionally and use EDI funding to support this.

Actions to achieve aim	Led by	Budget	Timeframe
Examine the school roll at March 1, and develop a strategy to maintain our roll	Director		Term 1

Create a marketing position to promote the school.	Director	EDI funding $50000	Term 1
Develop a prospectus for the merged school	Director with Marketing Manager	$5000 EDI funding	End Term 2
Promote school wide, and individual successes locally	Marketing Manager		From Term 2
Create a new website to promote the school	Marketing Manager	$3000 EDI funding	From Term 2
Build connections with CBD businesses and providers	Marketing Manager		From Term 2
Establish a clear exit interview process for all leavers including whānau	Deputy Directors		End Term 1

Annual Aim 7

To set aspirational and realistic targets for all students undertaking a programme incorporating NCEA

Baseline data 2015

Overall NCEA statistics (2015)

Achieving agreed NCEA Qualification Goals
(Previous year in brackets)
Level 1   25/43 - 58.1% (30.2%)
Level 2   32/56 - 57.1% (44%)
Level 3   37/59 - 62.7% (56%)

NZQA Roll Based Data (not cumulative)
National averages are in brackets
Y11 achieving NCEA Level 1   41.4% (73.2)
Y12 achieving NCEA Level 2   55.8% (75.8)
Y13 achieving NCEA Level 3   46.3% (62)
Y13 achieving UE   28.4% (47.3)

Participation Rate Data (not cumulative)
National averages are in brackets
Y11 achieving NCEA Level 1   85.7% (83.7)
Y12 achieving NCEA Level 2   76.3% (87.4)
Y13 achieving NCEA Level 3   81.6% (81.3)
Y13 achieving UE   45.2% (61.3)

Overall NCEA statistics (2014)

Achieving agreed NCEA Qualification Goals

Level 1   19/63 (30.2%)
Level 2   33/75 (44%)
Level 3   42/75 (56%)

NZQA Roll Based Data
National averages are in brackets
Y11 achieving NCEA Level 1   32.8% (71.1)
Y12 achieving NCEA Level 2   37.3% (74.3)
Y13 achieving NCEA Level 3   41.7% (58.8)
Y13 achieving UE   27.8% (44)

Participation Rate Data
National averages are in brackets
Y11 achieving NCEA Level 1   71% (82.7)
Y12 achieving NCEA Level 2   70.5% (85.9)
Y13 achieving NCEA Level 3   81.1% (78.8)
Y13 achieving UE   52.6% (58.8)

In 2015 every student sitting any NCEA set a qualification goal (QG). Qualifications allow us to track the personalised NCEA goals set by our students.

In 2014 our tracking of our qualification goals was unsatisfactory. The Y10-13 Learning Advisors and the Senior Leadership committed to improving our setting and tracking of these goals. We undertook extensive professional learning (as groups) to develop GROW and ARA models that support our students with goal setting.

This work has seen our results improve markedly, but are still significantly short of the 85% target that we set for both 2014 and 2015.

Our NCEA results have also improved across the board. We would still like to see our roll based data to increase, but recognise that this is not how our personalised approach to learning works. Our improved participation rates are pleasing. University Entrance rates have dropped at a participation level however.

We have made a notable improvement compared with 2014 in our achievement of NCEA level 2 for school leavers. 79.1% of our levels had achieved NCEA Level 2. While we are short of the 85% target of school leavers achieving NCEA Level 2, over the last two years we have shown a trend towards achieving the target.

As a school there is a need to build a clearer understanding of how to construct a personalised NCEA programme that covers UE or certification needs. Several of our students are still not enrolled in enough standards to achieve a qualification. This is not an issue if the students have not set this as a personal goal, however our qualifications data would suggest that the number of credits being accessed is part of the reason they do not achieve their goal.

The introduction of curriculum mentoring time is another way we are looking at further developing our NCEA results. 7 hours each week is allocated to time where students can access curriculum learning advisors, 1 to 1 or in small groups to further discuss their NCEA programmes and achievement. The hope is that offering curriculum 1:1s and homebase 1:1s will further support students in their understanding of how to access and achieve NCEA standards that meet their desired learning outcomes.

Student Targets:
1. To increase the number of school leavers (Year 12 or Year 13 who have completed their secondary schooling) achieving NCEA Level 2 or higher from 79.1% to 85%.
2. To increase the number of students who achieve their NCEA Level 1 Certificate qualification goal from 58.1% (25 out of 43) to 85%
3. To increase the number of students who achieve their NCEA Level 2 Certificate qualification goal from 57.1% (32 out of 56) to 85%
4. To increase the number of students who achieve their NCEA Level 3 Certificate qualification goal from 62.7% (37 out of 59) to 85%

Actions to achieve targets	Led by	Budget	Timeframe
Set NCEA qualification goal prior to the end of Term 1 for all Y11-13 students	Curriculum Leader / PN		Term 1
Fund Y11-13 weekly mentoring meetings for students with curriculum learning advisors	Director	4 LAs for 7 hours per week - staffing	On-going throughout year
Review effectiveness of Y11-13 weekly mentoring meetings for students with curriculum learning advisors	Deputy Director (Unlimited)		Term 2
Create appropriate place to store qualifications goals	Deputy Director (Unlimited) / PN / Systems Leader		Term 1
Staff meetings to clearly outline qualification goal setting	Deputy Director (Unlimited)		On-going throughout year
Parent and student evenings for qualification goals	Deputy Director (Unlimited) / PN		Term 1, Term 2, Term 3
LAs to identify students at risk of not achieving and discuss them at community meetings. Identified students are discussed individually and plans made in 1:1s to mentor and set goals for achievement.	Deputy Director (Unlimited) / PN / Y11-13 CLs		From Term 2
Integration of LMS with SMS to improve publicity of NCEA and qualification goals	Deputy Director (Unlimited) / Systems Leader		Term 2

Annual Aim 8

To identify and build authentic relationships with key organisations

Context

With our previous timeline for returning to the CBD set as Term 1 2017, we completed our work on creating appropriate Y1-13 structures and have implemented them this year. With work expected to begin on our building this year, the original goal for the board was to move the school out of its "holding pattern" on split sites, and begin its visioning for where we intend to be in 10-20 years.

A key part of the charter goal 4, is to ease the transition for our students to return to learning in town. In the years prior to the earthquakes, both schools struggled to form sustained relationships with organisations. This limited our student's ability to access learning in areas they were passionate about.

Currently we are still working with the central city schools via the cluster. This has very much been at the Principal level. Our goal is to shift these relationships to a student level.

Gateway has been a fantastic way for our students to learn in their areas of passion. The Board has agreed to fund additional gateway time for our coordinator and additional places. The advantage here is twofold for our students. For example, the Board funded places do not have the same limitations around credits and qualifications. This allows students who do not want or need credits, an opportunity to still engage with the fantastic opportunities that are presented to them through these courses.

Actions to achieve targets	Led by	Budget	Timeframe
Hire Gateway coordinator for 1 additional day	Director		December 2015
Gateway coordinator to report to BOT on use of additional places	Gateway Coordinator		Term 4
Senior Leadership to each identify a key organisation and create a learning opportunity for identified students	SLT		Term 2

Resource travel to the CBD for students each 5 week block.	Director	EDI?	Term 2 onwards