



## Analysis of Variance 2018

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# ANNUAL AIM 1: TO ACHIEVE ASPIRATIONAL AND REALISTIC LITERACY AND NUMERACY GOALS FOR Y1-8 STUDENTS

## CONTEXT (FROM 2017 ANNUAL PLAN)

Our national standards results continue to show our students performing well. 65% of our students are at or above the standard for writing, 71% for reading and 74% for mathematics. Writing is an area that still requires a careful focus, particularly for 2017's Y3-4 students. Our boys are outperforming our girls in both reading and mathematics, but are performing significantly worse than girls in writing (60% at or above compared with 73% for girls).

Writing - Our writing results continue to be lower than our reading and mathematic results. 65% of our students are 'at' or 'above' the National Standard (compared with 68% in 2015), with girls out performing boys 73% to 60%. The results for our boys are worse than in 2015. Of particular concern is our 2016 Y2-3 cohort, with 62.5% (9 students) performing below the national standard for writing. Considerable PLD was put into writing in 2016. Storytelling PLD has not raised our level of achievement across the board. Our PLD focus therefore needs to be on the one cohort that is performing worse than other year levels.

Reading - Reading is an area of strength for our students. Our Y1 students continue to perform poorly compared to the National Standard (50% below the standard - 5 students). The data shows 37% (50 total) of our students performing above the standard (compared to 28% of students in 2015), with boys slightly out performing girls by 72% to 71% ('at' or 'above' the National Standard).

Mathematics - 98 (74%) of our students are 'at' or 'above' the National Standard, with boys out performing girls by 80% to 66%. These figures show a slight increase in achievement from 2015. The implementation lag associated with moving Y7-8 students from the Discovery Campus to the Unlimited Campus appears to have passed, as the rates of achievement are now comparable to 2014 (pre move). Clearly the additional PLD and support for the mostly secondary trained staff at the Unlimited Campus has helped. Our Y3 female students from 2016 are particularly struggling (60% are below or well below the standard). With girls performing significantly worse than boys, there is a clear need to look at how we support girls' achievement in maths.

### STUDENT TARGETS (2017)

1. To raise the number of Y4 boys “at” or “above” the national standard for writing by making at least one years accelerated progress.
2. To raise the number of Y4 girls “at” or “above” the national standard for mathematics by making at least one years accelerated progress.

### ACTIONS TO BE TAKEN IN 2017

1. Create a list of all students in target groups, and distribute with relevant LAs
2. Ensure target group are discussed as individual learners at weekly community meetings.
3. Organise and run workshops on writing and mathematics for families
4. Deputy Director (DC) to establish appropriate PLD to support target groups
5. Progress reported to Director of target groups every 5 weeks
6. Develop a programme for boys writing
7. Develop a programme for girls mathematics
8. National Standards needs analysis conducted with staff
9. PLD for 2018 developed based on progress of target groups and needs analysis results

### ANALYSIS

Our national standards results for 2017 are comparable to 2016. We still have 65% of our students are at or above the standard for writing, 73% for reading (compared to 71% in 2016) and 76% for mathematics (compared to 74% in 2016). Writing is still the area we need further improvement, particularly for 2018's Y7-8 students and boys. Maori students are performing well in writing and maths when compared to our European students, slightly outperforming them in writing and matching them in maths. There is however a significant disparity with Maori student's reading performance.

Writing - Our writing results remain lower than our reading and mathematic results. 65% of our students are 'at' or 'above' the National Standard (the same as 2015), with girls massively outperforming boys 74% to 57%. The results for our boys are worse than in 2016. Of particular concern is our 2017 Y7-8 cohort, with only 48% (34 students) performing at or above the national standard for writing. The choice model approach that we have at the Unlimited Campus does not appear to support students with their achievement in writing and will be reviewed in 2018.

Reading - Reading is an area of strength for our students. Our Y1 students continue to perform poorly compared to the National Standard (50% below the standard - 7 students). The data shows 46% (83 total) of our students performing above the standard (compared to 37% of students in 2016), with boys slightly out performing girls by 78% to 73% ('at' or 'above' the National Standard).

Mathematics - Our maths OTJs remain pretty steady. 2017 saw 132 students (73%) 'at' or 'above' the National Standard (compared to 2016 where we had 98 student - 74%), with boys out performing girls by 77% to 70%. Y3, 5 and 7 are performing slightly worse than overall.

Targets - We had significant improvement for our targeted cohort. Y4 boys in writing and Y4 girls in maths both improved from last year

## NEXT STEPS

- Identify how we will track student progress and report to the MOE in the post National Standards landscape
- Continue to identify and implement professional learning to support student achievement in writing (particularly for boys and Y7-8 students)
- Review writing at the Unlimited Campus for Y7-8 students

## ANNUAL AIM 2: TO ENSURE THAT MĀORI STUDENTS ARE SUPPORTED IN ACHIEVING EDUCATIONAL SUCCESS

### CONTEXT (FROM 2017 ANNUAL PLAN)

In 2016 we undertook this aim, with limited success. At NCEA Level we had hoped that working with the whānau group, tracking Māori achievement through both the ART+ and our own AEA monitoring, would raise Māori NCEA certification. The PLD offered in 2016 was also inadequate at a school wide level. Workshops were undertaken by school leaders, but this is only now being turned into a plan for all staff and our learners. This remains a vital piece of work for Ao Tawhiti Unlimited Discovery.

At National Standards level our Māori students have performed well. There is however a need to improve the visibility of all things Māori at the Discovery campus. We have a strong desire to see Te Ao Māori as a natural part of being a member of our community.

In 2017 we intend to have our school wide PLD focus on Culturally Responsive Practice and to improve our tracking of our NCEA Level Māori students.

### DATA (FROM 2016 TO INFORM 2017)

Our Māori students perform comparably with our overall national standards results. Māori students slightly outperform European students in both reading and maths. For reading 74% (11 students) of our Māori students are at or above the standard compared with 71% (71 students) for European students. For Maths 80% (12 students) of our Māori students are at or above the standards compared with 73% (74 students) for European students. In writing Māori students are performing slightly worse than European students. 60% (9 students) are at or above compared with 66% for Europeans students. There is no data suggesting that a specific year level of Māori students are underachieving.

Our NCEA achievement information for Māori students does show a clear disparity between Māori and non Māori students; with Māori students achieving significantly worse than European students. This is not immediately obvious as our participation based data shows that our Māori students achieve well. However when our roll based data is analysed, a clear trend shows. Very few of our Māori students attempt enough credits in a year to achieve a certificate. In 2016 at NCEA Level 1, only 2 of our 10 Year 11 Māori students sat enough credits to achieve NCEA Level 1; 2 out of 7 Y12s had enough credits to achieve Level 2; and none of our 5 Y13 Māori students sat enough level 3 credits to achieve level 3. While we are a school that tailors NCEA to meet the needs of the student, it is concerning that these students could not have achieved this aspirational targets due to not being enrolled in enough standards at these levels. A deeper look at our stats suggest that this isn't an issue for just Māori students, with this being an issue for our students as a whole. With that said it is particularly evident for our Māori students. Of those students tracked through ART+ in 2016, none of them achieved the certificate goal they set themselves. This was with an increased focus on them, mentoring and catch ups with the Director.

### STUDENT TARGETS (2017)

1. At least 85% of Y11 Māori students with a qualification goal of NCEA Level 1 or above will achieve their set goal.
2. All Māori students undertaking a programme including NCEA, will have a clear plan in the LMS indicating how this will be achieved

### ACTIONS TO BE TAKEN IN 2017

1. Schoolwide PLD on culturally responsive practice
2. All Māori and Pasifika on roll identified with learning advisor becoming mentor and advocate
3. All Māori and Pasifika on roll identified with learning advisor becoming mentor and advocate
4. All Y11 Māori students meet with CL to ensure NCEA plan is developed and in LMS
5. Continued support of the Whānau group
6. Whānau group to provide PLD workshop with staff of being a maori student at our school
7. Monthly meetings with PN to examine Māori achievement
8. Two NCEA meetings for Māori families to discuss the role NCEA can play once your child has left school



## ANALYSIS

The culturally responsive practice professional development was reasonably well received by staff. They particularly enjoyed the sessions on the Treaty of Waitangi. The work around ka hikatea included professional reading and reflection.

In terms of Y11 Maori Achievement of NCEA, we still have major issues. Not a single Y11 Maori student achieved NCEA Level 1 (or any other NCEA qualification). Our 22 Y11-13 Maori students attained only 12 NCEA Level qualifications. All of these qualifications were attained by our Y12 and 13 Maori students.

Clearly our focus on Maori PLD, mentoring and 1:1 learning is not having the desired impact. Of even bigger concern is that our data suggests that our Maori students do well in national standards. Being an area school means that we cannot draw reasonable conclusions across this data. It's entirely possible that none of our Y11-13 Maori students even attended Discovery 1. It does however highlight that our choice model does not seem to be serving the needs of our Maori students seeking qualifications.

I still believe that we have the right systems and structures in place at the school. We just are not using them forcefully enough as a leadership group. For example, the AEA tracking sheets highlighted Maori achievement as a concern, yet action was not taken early enough in the year to support with this.

In 2018 we will make Maori achievement a focus on the Y11-13 curriculum meetings, ensure that the Y11-13 Community Leaders know their Maori learners by name, ensure that all Maori learners have a clear and documented pathway in the LMS, and the Director will lead the whanau hui to help bring Maori parental voice back into the school.

## NEXT STEPS

- Director to revive and lead the Whanau Group
- Maori achievement data incorporated into all Curriculum meetings
- AEA spreadsheets to identify student ethnicity
- Deputy Director (11-13) to begin termly meetings with ALL Maori students with a qualification goal (as a group or individually)
- Community Leaders to report at the start of Term 2 and 3 on all Maori students in their community and their progress toward their NCEA goal.

## ANNUAL AIM 3: TO RAISE THE NUMBER OF STUDENTS ATTAINING A NCEA CERTIFICATE OR UNIVERSITY ENTRANCE

### CONTEXT (FROM 2017 ANNUAL PLAN)

In 2016, we saw a decline in all of our NCEA certificate attainment results. Of particular concern was the lack of achievement of our Y11 students achieving NCEA Level 1. We made three major changes to how we deliver our NCEA programmes in 2016. The first was the introduction of over 50 hours of staffed NCEA level mentoring for our students. The second was moving all courses to 2 x 90 min sessions (in previous years there was a combination of 60min and 90 min sessions). We also removed staffed homebase time for our Y11-13 students following advice that our students should be more independent at this stage of their learning.

While some Learning Advisors found the changes positive, for example there was a strong staff voice that mentoring was valuable but under-utilised by students, several students and learning advisors feedback that the timetable forced students into having to take an exceptionally high level of personal responsibility for their own learning.

We have reduced mentoring in 2017, reintroduced homebase but stuck with the 90 min sessions. The hope is that this will provide an extra layer of care and support for our NCEA level students.

We have also extended our trial of AEA tracking (achievement, engagement and attendance), from termly for Māori students, to weekly for all students. Again we hope that in identifying students at risk of not achieving, engaging or attending early, we can make changes to their programmes that will help them achieve, engage or attend.

We will continue to set highly aspirational targets for our students. Whilst our data suggests that less than half of our students are sitting enough credits to achieve a certificate each year, we firmly believe that we have the right structures in place to make significant improvements here.

### STUDENT TARGETS

1. At least 85% of Y11 students will achieve NCEA Level 1 or higher
2. All Y13 or Y14 leavers with an NCEA qualification goal, will achieve NCEA Level 2 or higher.

## ACTIONS TO BE TAKEN

1. Create a list of all students in target groups, and distribute with relevant LAs
2. Ensure target group are discussed as individual learners at weekly community meetings.
3. Organise and run information evenings for parents and students about how NCEA works
4. Deputy Director (UC) to establish appropriate PLD to support target groups
5. Progress reported to Director of target groups every 5 weeks
6. Develop a programme for supporting independent learning at NCEA Level
7. Develop a programme for Y11 engagement with NCEA
8. Principal's Nominee conducts needs analysis with NCEA LAs
9. PLD for 2018 developed based on progress of target groups and needs analysis results
10. Develop a programme for 2017 leavers engagement with NCEA Level 2

## ANALYSIS

I continue to be at a loss as to why we perform so poorly at NCEA level 1. Clearly the initiatives we put in place in 2017 made very little difference to our achievement overall. We had very minor increases. As leader of the school I am pleased to see that our students do not seem to be disadvantaged in the long term by the inability of Y11s to gain NCEA Level 1. I am also distressed to see that almost 80% of my Y11 students do not sit enough credits to attain their Level 1. This wouldn't be a concern if NCEA wasn't their goal. Our school fundamentally believes that a student's pathway is more important than a prescribed NCEA pathway. This is why I'm so disturbed to see the lack of achievement here. If students and their families didn't value NCEA Level 1 then I would celebrate our achievement rates as reflective of our community. This is patently not the case however as most students will. My focus for 2017 is to see that if a student sets NCEA as a qualification (at any level but particularly at Level 1) that there is a clear plan and clear pathway to that plan.

Interestingly only 5 Y11 students set NCEA Level 1 as a formal goal in the LMS in 2017. There is no requirement to set such goals in our system. 4 out of 5 (80%) of those students did achieve the certificate (compared with 16/65 - 25% - who did not set it such a goal in the LMS). It would be extremely useful to have a consistent and structured approach to setting qualification goals.

## NEXT STEPS

- Appointment of a 11-13 DD
- New staff meeting set up to look at this
- More emphasis on data analysis by Y11-13 Deputy Director, Principal's Nominee and Director
- Lists created of all students with an NCEA qualification goal. Shared with all staff to ensure they are aware

## ANNUAL AIM 4: TO ESTABLISH A STRONG CONNECTION WITH OUR ALUMNI

### CONTEXT (FROM 2017 ANNUAL PLAN)

Discovery 1 and Unlimited Paenga Tawhiti lost an important component of their culture and philosophy, following the shift from the CBD in 2011. Many students, families, learning advisors and leavers, either left immediately following the earthquakes, or have since completed their schooling on our temporary campuses. Ao Tawhiti Unlimited Discovery's merger in 2014, added further pressure on the community, bringing together two school's with the same establishing philosophy but a very set of practices and beliefs.

We believe that establishing a strong connection with our alumni will help our current students, families and learning advisors see what impact the school has had on former members of the community. The hope is that establishing these connections will provide our students with an excellent opportunity to learn about what is possible when the special character is lived out.

### ACTIONS TO BE TAKEN IN 2017

1. Make contact with former students, parents and staff
2. Create a database of what our former students, parents and staff are now doing
3. Organise a schoolwide event for alumni to present
4. Provide opportunities for students to meet with and build meaningful connections with alumni
5. Survey (PMI) current students, families and staff about Alumni event
6. Analyse survey results and make necessary changes to for 2018 event

### ANALYSIS

We started this goal well. We took our first step by creating an alumni page on facebook. This started with a flurry of activity but requires continual management and engagement. It's not something that the users will maintain without prompting.



We completed none of the actions on the list. This was due to identifying that this would be a better focus for 2018. We have set up a professional learning group, lead by the Director, that will ensure that this goal is actioned in time for us moving into the CBD in March 2019.

## NEXT STEPS

- Continue with this a goal in 2018

## ANNUAL AIM 5: TO INCREASE PARENTAL INVOLVEMENT AT AO TAWHITI UNLIMITED DISCOVERY

### CONTEXT (FROM 2017 ANNUAL PLAN)

Parental involvement is a central part of Ao Tawhiti Unlimited Discovery's guiding principles. To be effective in a state school context, parental involvement is essential as it helps keep adult to student ratios down, provides opportunities for students to benefit from the experience, expertise and knowledge that exists within our community, as well as offering support for their child's learning programme. All parents / caregivers at Ao Tawhiti Unlimited Discovery are expected to be involved in the development and implementation of their child's learning programme.

Since moving from the CBD, Discovery 1 which is now the Discovery Campus of Ao Tawhiti Unlimited Discovery, has seen a considerable decline in the number of parents involved in the day-to-day learning of the students. This is particularly true for learning opportunities, with fewer parents offering PINs or in-class support or 1:1 support for students.

At Unlimited Paenga Tawhiti, now the Unlimited Campus of Ao Tawhiti Unlimited Discovery, it was always a challenge to bring parents into the school. Many theories have been presented for this, ranging from parents feeling unwelcome in the environment, parents lacking a clear place to belong, or students simply not wanting their parents to be involved in their education so closely. There was and is still a strong desire to see more parents involved with the school.

One identified area of challenge for parents, learning advisors and students is knowing what is needed or can be offered. Unlimited Paenga Tawhiti tried to address this with the creation of a database of parental skills or ways they were willing to contribute. This database could then be used by the school to match the individual needs of the students with parents as mentors or coaches. The management of this database saw the creation of a paid role, to help connect the offers with the needs. There were successes (some mentoring relationships were made) and challenges (notably the cost of employing someone in this role, and the difficulty of getting people to actually do what they had offered to do) with this structure.

In 2017 we believe there is value in reexamining some of these old structures in the hope that we can increase the number of parents involved, and also improve the experience they have when they do get involved. By creating a database of what parents are willing to offer our students, coupled with the development of material that shows parents how they could be involved, an improved induction process for new parents and ensuring that this info is easy to access for parents.

## ACTIONS TO BE TAKEN IN 2017

1. Develop a webpage to support parents
2. Consult parents about what the barriers / enablers are to getting involved
3. In consultation with parents, develop a 3 tiered system for parental involvement
4. Create a database of parental skills and availability
5. Establish a homebase liaison parent for each homebase in the school
6. Consult with students about how parents could support their learning (barriers / enablers)
7. Provide guides / workshops for parents on how to run a PINs session
8. Provide guides / workshops for parents on how to mentor / coach students

## ANALYSIS

Much of this goal has been begun. Support processes and HB Liaison parents were discussed, implemented and rejected due to lack of interest at the discovery campus. Parental involvement was continuously discussed at strategic leadership level. Eventually there was agreement that this goal required more attention and extended timeframes. The DD (1-6) started developing a database for parents. With his move to Y7-10 this has been handed to a professional learning group with a drive to see LAs working with parents to reengage with the CBD environment. It's hoped that this work will dovetail with other parental structures

## NEXT STEPS

- Continue with this a goal in 2018

## ANNUAL AIM 6: TO DEVELOP A SET OF INDICATORS FOR OUR SPECIAL CHARACTER

### CONTEXT (FROM 2017 ANNUAL PLAN)

Ao Tawhiti Unlimited Discovery's special character is currently represented through 5 guiding principles and 5 values. Since the merger of Discovery 1 and Unlimited Paenga Tawhiti in 2014, leadership has not placed a focus on what these look like in action at the school. Part of the reason for this is a strong desire from leadership to allow students through their partnerships with their LA and parents, to establish what these mean for them. This has created concerns from some members of the community, about whether they are actually honouring their principles and values as intended.

The staff in 2016 worked on developing essence statements that reflected the special character in each learning area. In 2017 leadership would like to support the entire community by creating broad school-wide definitions or descriptions for each guiding principles. The intent is not to create a series of developmental progressions for the guiding principles but instead to provide aspirational statements that reflect the essence of these principles in clear and student focused terminology.

To do this the statements will need to be constructed with students, learning advisors and parents. The plan is to have these statements in place for use at the start of the 2018 school year.

### ACTIONS TO BE TAKEN IN 2017

1. Establish a working party to create a draft framework for the special character in action
2. With an external facilitator, create a draft set of broad statements that reflect the guiding principles in action
3. Use the draft document to consult with students, staff and parents
4. Establish an agreed framework / rubric / way of working with the document
5. Through consultation with students, develop a way to best assess students against the established framework
6. Provide PLD for staff, parents and students about how to generate an OTJ / self assessment from framework

## ANALYSIS

This goal was a huge focus for the Deputy Directors in 2017. They worked with a group of staff, surveyed the community and created posters with the values explained. While the initial focus was on rubrics, it became clear that the most appropriate solution to this goal was collating the feedback and visually representing it.

## NEXT STEPS

- Ensure the work is implemented and displayed



## ANNUAL AIM 7: TO IMPROVE HOW WE INDUCT NEW STUDENTS, PARENTS AND LEARNING ADVISORS

### CONTEXT (FROM 2017 ANNUAL PLAN)

Starting at a new school is a challenge in any environment. Transitions between traditional schools are often managed through building networks between the feeder school and the school. As an area school without a genuine zone and a special character, this transition can be even more challenging.

Through 2014 to 2016 we have focused on reviewing and refining our enrolment processes to ensure that parents and students are more aware of what it means to attend Ao Tawhiti Unlimited Discovery. There has not been a coordinated school-wide attempt to induct new members of our community into our school.

New staff to the school have always been tagged to a community leader. Beginning teachers have always had a mentor to support them. We want to formalise this process, making it clearer for all staff as to where they get support and what it looks like to be an Ao Tawhiti Unlimited Discovery teacher.

New students have historically been inducted through homebase. From 2017 we intend to provide an increased focus on how homebases can support new students and their families into the school. We believe that homebase LAs play a huge role in modelling our special character as well as providing a vital connection with home. In 2017 PLD and additional homebase time will be offered in the hope that this better supports our students.

New parents to the school have a similarly difficult time in transitioning into their role at our school. Knowing how to get involved, what involvement looks like and where to get support are all challenges that currently require our parents to learn as they go. We hope to have clearer guides and processes to support parents, by working with our current parents to develop relevant documentation and structures.

### ACTIONS TO BE TAKEN IN 2017

1. Strengthen homebase through providing time on the timetable for all year levels
2. Change the staff meeting cycle to place more emphasis on meeting at community level
3. Improve communication between homebase and home through regular meetings or communication
4. Establish a homebase liaison parent for every homebase
5. Provide professional development for HBLAs to support homebase
6. Interview students, parents and staff new to Ao Tawhiti
7. Use interview / survey to inform 2018 induction for new students / families
8. Provide a clear set of expectations / tasks for homebase liaison parents for 2018
9. Implement an AEA tracking system at homebase level
10. Ensure that HBLAs are completing the AEA system and discussing it at community level
11. Ensure that CLs are developing and implementing strategies based on the AEA data

## ANALYSIS

We took a number of steps around this last year, with some more effective than others. Homebase at all levels has provided a stronger sense of connection for the students in the Y11-13 part of the school.

AEA data has been an effective way to get a different data set to support our staff and school leaders when working with their students. This very basic spreadsheet has been well supported by staff, and community leaders have led regular discussions with their HBLAs to ensure that actions are taken for students identified at risk. The spreadsheets were further developed through discussions with the strategic leadership group and now track ethnicity, year level, etc all through a tick and cross otj. What is truly awesome is that the data from the spreadsheets almost exactly match our achievement rates at NCEA. This would signify that homebase learning advisors at Y11-13 are aware of where their students are at overall, but need some further support with how to improve their students engagement with their plan.

## NEXT STEPS

- Further develop the AEA spreadsheets to allowing easier analysis
- Develop student / parent and staff handbooks through professional learning groups in 2018 or through tasking the work to DDs if the PLGs identify a different focus.
- Develop through staff meetings

## ANNUAL AIM 8: TO ADAPT OUR PRACTICE TOWARDS INNOVATIVE LEARNING ENVIRONMENTS IN A CBD CONTEXT

### CONTEXT (FROM 2017 ANNUAL PLAN)

2017 was supposed to bring the two campuses together and finally bring us back to the CBD. Last year's annual plan and charter both included goals to support this transition. However the start of Term 1 2016 saw the reality of another failed building project and yet more time added to our time away from the CBD and appropriate learning environments. Every year the annual plan repeats the previous year's disappointment and need to reassess our transition to the CBD. Every year the school has put effort, money and staffing into trying to make this transition easier on the entire community. Every year this time, effort and energy is largely wasted.

2016 saw the Ministry of Education successful in securing land in the CBD. The current programme will see the school return to the CBD in time for the start of the 2019 school year - a full 8 years after leaving the CBD and our appropriate learning environments. After 6 years out of the CBD, there is a need to examine the types of environments that we used to be famous for but are now just a distant memory for most of our community, including our staff. In this time, several schools in Christchurch have been built that roughly reflect the environments we had in town - open, innovative, agile and flexible. There is a strong need to reconnect with these environments, the challenges they present and the opportunities they provide.

### ACTIONS TO BE TAKEN IN 2017

1. Identify key schools in Canterbury willing to let us visit
2. Establish professional pairs of staff
3. Visit schools during year
4. Provide opportunity for staff to present what they learned
5. Engage with Inclusiveness and Diversity PLD through cluster
6. Develop a reflection format that allows staff to share their findings
7. Ensure that 2018 staffing and development of learning programmes reflects a desire to transition to ILEs

8. Fortnightly communication in newsletter
9. Twice termly communication from BOT
10. Site Blessing
11. At least termly events in the CBD

## ANALYSIS

Through our senior leadership and strategic leadership meetings we began with a focus on establishing what learning would like in our new CBD premises. These meetings eventually narrowed in focus to agreeing to establish a series of professional learning groups that would run throughout 2018. We identified 5 areas that we wish to develop professional development, systems, consultation with the community and documentation behind. These areas are school wide 1-13 documentation; transition students to a CBD environment; transition staff to a CBD environment; transition staff to a CBD environment; and engaging and using alumni from a CBD to share experiences with the community. This direction sees a change in the annual plan actions of professional pairs and presenting to staff, and instead focuses on the entire community and using the 5 school terms left on split campuses to ensure that our entire community is talking, contributing and learning about our city based learning in a purpose built environment.

We did visit Rolleston College, a newly opened ILE last year and I will also visit Kaiapoi High's new environments this year. We have visited many modern learning environments in the last 4 years and while there is some usefulness, senior leadership agrees that a better focus is to instead look at our practice in our environment.

We continued to engage with the Central City Cluster. The focus on inclusivity and diversity has not had a major focus on environments or practice in these environments, but has been useful for reconnecting with schools and teachers already located in the central city.

The Site Blessing went ahead on possibly the worst and wettest day of 2017. It was attended by a few hardy souls and the Ministry. It was unfortunately due to the appalling weather, a missed opportunity to further advertise our new location.

Events in the CBD - fish and chips, site blessing, end of year picnic, end of year staff function

## NEXT STEPS

- Prepare leadership for Professional Learning Groups in Term 1
- Assign staff to Professional Learning Groups
- Develop an agreed way to work within these groups
- Reflect on progress made by groups at start of Term 4
- Ensure progress of groups is clearly communicated to the entire community through newsletters / communication channels
- Continue with this a goal in 2018