

An aerial photograph of a modern building with a green roof. The building features large, rectangular glass windows that reflect the surrounding greenery. The roof is covered in a dense layer of green plants, and the building is surrounded by lush trees and vegetation. The overall scene is a vibrant mix of green and blue tones.

CHARTER 2017-2019
ANNUAL PLAN 2019

AO TAWHITI UNLIMITED DISCOVERY

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INTRODUCTION

OUR SPECIAL CHARACTER

Ao Tawhiti Unlimited Discovery is a special character state school with a fundamental tenet that the student is central in directing their own learning so that the enthusiasm and love of learning is retained. We believe that learning can happen anytime and any place, thanks to the rich involvement of whānau and community. We have five guiding principles and five core values that define our special character.



GUIDING PRINCIPLES

We provide a mana-enhancing learning environment where

- **STUDENTS ARE CENTRAL IN DIRECTING THEIR LEARNING**
- **LEARNERS ARE ENCOURAGED TO BE CREATIVE, INNOVATIVE AND TAKE RISKS**
- **DIVERSE AND FLEXIBLE INDIVIDUAL LEARNING PATHWAYS ARE SUPPORTED**
- **LEARNING IS A PARTNERSHIP**
- **EVERYONE IS A LEARNER AND EVERYONE IS A TEACHER**

CORE VALUES

WHANAUNGATANGA

By accepting the rights and responsibilities of being part of Ao Tawhiti Unlimited Discovery we develop relationships and a sense of belonging that strengthens each member of our learning community. The relationships we form through shared experiences and working together give us a solid foundation to nurture, guide and support our students.

RESPECT

We commit to honouring the individual while celebrating our diversity. We respect ourselves and each other as we aspire to build an empowering learning community.

KAHA

Ao Tawhiti Unlimited Discovery encourages/supports energetic and powerful learning. Our students are courageous as they push the boundaries of their own learning by taking risks and developing their own path.

TRUST

Building your own learning path requires that Ao Tawhiti Unlimited Discovery students live up to their commitments and responsibilities. They are trusted to make decisions and follow them through with integrity, and to behave in ways that positively promote Ao Tawhiti Unlimited Discovery to the world.

AROHA

Ao Tawhiti Unlimited Discovery actively strives to celebrate the uniqueness of individuals, while unifying the community. We share our successes and work through our difficulties with compassion, caring and tolerance.

OUR WAY OF DOING THINGS

TE AO MĀORI

We acknowledge Te Tiriti o Waitangi as:

- The founding document of Aotearoa New Zealand and that it is relevant, central to, and symbolic of, our national heritage, identity, and future.
- A document that protects Māori learners' rights to attain true tangata whānautanga (citizenship) through growing a range of vital skills and knowledge, as well as valuing te reo Māori as a taonga.

We strive to provide a high quality education that is accessible, equitable and responsive to the diverse aspirations of our learners. In order to achieve that we endeavour to:

- Grow our knowledge and our understanding of Te Ao Māori in order to develop and maintain a school culture where tikanga Māori and te reo Māori is woven through in all we do.
- Support all our learners to participate competently and confidently in both the Māori world and the non- Māori world and are able to move comfortably from one world to the other.
- Engage and consult with our Māori whānau and the wider community to develop and strengthen our understanding of a kaupapa Māori world view.
- Ensure that all reasonable steps are taken to provide instruction in tikanga Māori and te reo Māori.
- The school will develop capacity within staff in order to develop leadership skills that promote learning opportunities for our students within Te Ao Māori. Mentoring students and also working with whānau to develop strong and relevant learning opportunities and outcomes.

SCHOOL ORGANISATION AND STRUCTURE

Ao Tawhiti Unlimited Discovery was established on 27 January 2014 under section 156(a) of the Education Act as a state school with special character designation, as a result of the merger of Discovery 1 and Unlimited Paenga Tawhiti.

The school is currently located on two sites. 143 Year 1-6 students are located at our Discovery campus in Halswell, and 399 Year 7-13 students are located at our Unlimited campus at the University of Canterbury. The school will move into a purpose built single site in the CBD at the start of Term 2 2019. A vital part of the school's special character is its connection to the central city. With both campuses currently located outside of the central city, there is a desire to develop opportunities to use the central city whenever possible.

STUDENT ENGAGEMENT

- Students, learning advisors and whānau collaboratively plan and design students' learning around their strengths, passions, interests and needs.
- Regular individual education meetings (IEMs) between students, whānau and learning advisors, provide collaborative opportunities to reflect on past learning and plan for future learning, to evaluate and report on learning progress, identify support from whānau and discuss ways to extend learning.
- Students co-construct goals that support learning new knowledge and skills, stretch their thinking, encourage creativity and innovation and pursue personal passions, interests and needs.
- Students are consulted on the structures and frameworks of how learning is organised within the school. And student voice is evident in key decisions around learning.



PARENT AND WHĀNAU ENGAGEMENT

At Ao Tawhiti Unlimited Discovery we strive to grow a learning community where students are central to directing their own learning, collaboratively supported by staff, whānau and the wider community. Whānau involvement is critical to our holistic, personalised approach to learning and can take many forms.

- Learning experiences across curriculum and interest areas.
- Providing a holistic learning environment.
- Help to locate resources, experts and mentors.
- Organise trips, transport and accompany students on trips.
- Being present to support, engage, question and discuss.
- Organise community events, promotions, and fundraising.
- Become a school trustee.
- Offsite learning and learning at home opportunities.
- Do whatever you can, whenever you can, whenever it needs to happen.

The wider community also supports us also by helping with fundraising, supplying resources, providing learning environments, helping with experts and mentors and in various other ways.

COMMUNITY ENGAGEMENT

Our school is founded on the belief that students learn best when they and their whānau have a voice in their own education. In order to ensure that student and whānau voice are evident in all decisions, and we create an empowering and inclusive learning community, we endeavour to engage and consult with our community.

In 2017 we reviewed our charter through by individually contacting a random selection of parents. Through their feedback and the feedback from our consultation during 2016 we identified several trends for our focus in 2018.

1. Raise the profile of tikanga Māori and te reo Māori
2. Improve the engagement of our whānau
3. Celebrate learning and recognise success for all students
4. Improve the students' understanding of community and our special character
5. Set high expectations of students - with a clear focus on partnership
6. Improve whānau understanding of the special character.
7. Showcase our school to the wider world
8. Transition into the CBD
9. Grow as "one school"
10. Improve our communication with all families

KAUPAPA

“TO BE A SCHOOL OF GLOBAL STANDING”

The direction in which we head is determined by the voice we gather from our community of students, staff and whānau.

We aspire to be a school:

- that lives out its special character authentically
- that is recognised globally for its forward thinking and cutting edge pedagogy
- that other schools aspire to
- where teaching professionals actively seek employment and our director is highly sought after
- that is in hot demand by students from a wide geographical area
- that educates other educators locally and globally

STRATEGIC GOALS

From our consultation with our community we have set four strategic areas as our focus for 2017:

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STRATEGIC GOAL 1: LEARNING

“BUILD THE ROCKET”

TO SUPPORT STUDENTS IN ACHIEVING AMBITIOUS GOALS (INDIVIDUAL LEARNING PATHWAYS)

2017	2018	2019
Learning Advisors will ensure students have the best foundation for their learning through a focus on their achievement, engagement and attendance (Achieve, Engage, Attend)	Student achievement, engagement and attendance data gathered in 2017 will be reviewed and, where necessary, new strategies and revisions will be made based on key factors that lead to individual student success	Progress made towards “Learning” will continue to be reviewed and documented
Support students to set goals they care about	Progress in students achievement, engagement and attendance will be reviewed and documented by senior leadership	Appropriate PLD and support will continue to be developed and implemented based on student achievement, engagement and attendance data
Support students to meet those goals through regular meetings and feedback	Curriculum review / development will include a focus on individual achievement and engagement	Implement 1:1s for all students from Y1-13 to further support student’s setting, tracking and achievement of their goals
Set an expectation that your goals should “exceed your curriculum expectations”	Refine the use of our reporting and documenting systems (LMS / AEA / Kamar)	Whānau representation on the BOT. Whānau group is self managing (sustainable)

Value student voice when setting goals in IEMs, with LA/parent support and guidance where necessary	Establish a clear system for monitoring progress and achievement for students personal goals (both curriculum and non curriculum)	Systems for gathering student voice continues to be explored beyond beyond surveys and individual 1:1s
Support students to push past what they believe their limits are	Survey students about how to best raise their voice in IEMs and 1:1s	Exemplar IEMs and 1:1s are publicly available on the website.
Have a clear focus on the achievement, engagement and attendance for all students (with emphasis on Māori and Pasifika)	Review achievement, engagement and attendance data for Māori and Pasifika students, developing clear PLD or system outcomes focused on continuing to improve outcomes.	Further professional development and learning to support Māori achievement is explored
Celebrate success for every student through relevant celebrations of learning	Increase the number of opportunities for students to celebrate their success schoolwide	
Continue to consult with the Whānau group and Māori and Pasifika families to understand the context and needs of our students.	Revitalise the Whānau group, ensuring that they have a voice at both governance and management level	

STRATEGIC GOAL 2: RELATIONSHIPS

“DRAW A CROWD”

TO STRENGTHEN OUR COMMUNITY - LEARNING (COMMUNITIES), SCHOOL, LOCAL, NATIONAL, INTERNATIONAL

2017	2018	2019
Reach out to outside resources / agencies / organisations and untapped parental and alumni skills	Progress made with parental engagement will be reviewed and documented	Progress made in towards “Relationships” will continue to be reviewed and documented
Get more members of the community offering learning opportunities for our students.	Progress made with connecting with other providers will be reviewed and documented	Appropriate PLD and support will continue to be developed and implemented based on community involvement and transition points
Increase the interaction between our campuses	Appropriate PLD will continue to be provided for Learning Advisors to increase interaction between transition points in the school	Ensure students have access to opportunities within the city
Develop scaffolds / support structures for parent volunteers	Community events will be reviewed and documented	Review the effectiveness of our the professional learning groups
Increase the number of community events that build relationships and allow opportunities for all members of our community to engage / collaborate / share	Survey students about how to best have them celebrate their learning	Y1-13 “floors” are implemented and actively reviewed by leadership and governance

Promote qualification opportunities beyond our walls (STAR / GATEWAY)	Continue to grow STAR and GATEWAY opportunities	Community leaders work as collaborative leadership pairs
Strengthen our relationships with iwi, central city cluster, other education providers (including Ara and UC), mentor businesses	Middle leaders to lead Professional Learning Groups with a focus on transition to CDB	Deputy Directors are supported into their CBD roles
Strengthen our relationships with ECE and other potential student entry points.	DD 1-6 to grow Central City Cluster ECE connections	Families are constantly “heard” to support the transition to new facilities

STRATEGIC GOAL 3: CULTURE

“LIGHT THE FUSE!”

TO LET EVERYBODY FEEL HOW MUCH AO TAWHITI UNLIMITED DISCOVERY ROCKS!

2017	2018	2019
Promote a culture where students are encouraged to take pride in their achievements	Review and document progress made towards COLs / exhibitions / performances etc	Progress made in towards “Culture” will continue to be reviewed and documented
Consult and implement student voice regarding COLs / exhibitions / performances etc	Review and document progress made towards promoting the special character’s values and guiding principles.	Appropriate PLD and support will continue to be developed and implemented based on the school’s special character
Promote and support the Special Character’s values and guiding principles in all areas of the school	Continue to provide opportunities for the entire community to “un-school”	Mihi Whakatau for new facilities is led by our students
Promote an environment where the language and meaning of the values and guiding principles innate for all community members.	Establish a 4.2 learning hub in the CBD	Transition to CBD location is managed to ensure that all students are able to quickly fit into their new environments.
Promote what and how the values and guiding principles look with the students / LAs / parents / wider community	Display signage and use language consistent with our special character and branding	Systems and processes created by 2018’s professional learning groups are implemented and reviewed with the community

Improve communication and engagement between school and whānau	Implement school apps as a further communication method.	
Make tikanga and te reo Māori woven throughout our practices	Māori students / families are surveyed by Whānau Group as how effectively tikanga and te reo Māori are woven throughout our practices	
Promote COLs as a natural part of learning	Alumni COL in the CBD	
Increase the amount of learning that takes place off campus	Professional Learning Groups work with students throughout Term 3/4 to support students with what learning might look like in the CBD	
“Unschool” our students (learn how to be CBD students, not campus-based)		

STRATEGIC GOAL 4: TRANSITION

“RETURNING HOME”

TO SUCCESSFUL BRING OUR COMMUNITY BACK TO THE CENTRAL CITY

2017	2018	2019
Provide PLD for LAs to work in their new environments in town	Continue to consult and engage students, whānau, staff, iwi and the wider community on their needs and aspirations for the new buildings.	Transition to the new building
Create learning opportunities for the entire community to see what being a CBD school can be	Develop and implement a transition plan for 2018-2019 and beyond, to ensure minimal disruption for students and whānau	Regularly review (termly) with all students, learning advisors, and parents how the transition to our new facilities is going.
Share our inspiring stories with our new branding to the wider community, city, country and beyond	PLD provided to ensure Learning Advisors are prepared for any changes required to best support learning in our new facilities	Provide regular opportunities for all members of our community to use our new facilities.
Consult and engage students, whānau, staff, iwi and the wider community in their needs and aspirations for the new school	Ensure whānau are able to celebrate their time at the two temporary campuses.	Ensure communities are building connections with local organisations through curriculum and event planning.

Further develop a marketing and branding strategy to effectively build our identity as a significant CBD learning facility, and that builds strong interest in Ao Tawhiti Unlimited Discovery going forward.	Marketing strategies are focused on what we do rather than where we are going.	
Ensure the community is regularly updated on all aspects of the building and design process	Continue to regularly update the community on all aspects of the building and design process through Termly property evenings	
Community Leaders and Senior Leadership to work with Learning Advisors on developing what learning in the CBD facilities could be	Strategic group widened to incorporate all middle leaders	



STRATEGIC GOAL 1: LEARNING

“Build the rocket” - To support students in achieving ambitious goals (individual learning pathways)

ANNUAL AIM 1: TO ACHIEVE ASPIRATIONAL AND REALISTIC LITERACY GOALS FOR OUR STUDENTS

CONTEXT (INCLUDING BASELINE DATA)

In 2018 we introduced a schoolwide tracking system to quickly record where our students are tracking. This is a genuine overall teacher judgement in 3 key areas of the school. We have tracked our students' achievement, engagement and attendance. This data was used as our primary achievement data for reporting to the Board of Trustees. The data was also used by our communities to develop personalised plans for students at risk of not achieving, engaging or attending.

The data highlights a few areas of concern. Y5 students are much more likely to be at risk of not achieving than their primary counterparts (26% compared with 10% for Y1-4 and Y6-8 combined). In general there is a trend for more students to be identified at risk of not achieving as they move up the school. This data is mirrored in our poor NCEA achievement data for 2018 (see Annual Aim 2).

Māori and Pasifika students are also more likely to be at risk of not achieving. This trend (particularly for Māori learners at NCEA level) has been identified for 5 years and support has been provided in terms of funding, professional development and schoolwide strategies. None of our prior initiatives have made any difference to our achievement data. We urgently need to change our approach rather than continuing to hope that what we've done will continue to work. This area will be further discussed in Annual Aim 5.

There is little to no difference between girls and boys. I believe this is due to our insistence on bringing a truly personalised approach to learning for our students.

2018 School-wide Students at Risk of Not Achieving, Engaging or Attending

	Achieve	Engage	Attend	Total # students			Achieve	Engage	Attend
Y1	3	3	1	28		Y1	11%	11%	4%
Y2	0	1	0	19		Y2	0%	5%	0%
Y3	0	2	0	19		Y3	0%	11%	0%
Y4	1	2	1	24		Y4	4%	8%	4%
Y5	6	3	0	23		Y5	26%	13%	0%
Y6	0	3	2	17		Y6	0%	18%	12%
Y7	3	0	2	38		Y7	8%	0%	5%
Y8	4	6	5	33		Y8	12%	18%	15%
Y9	9	15	6	56		Y9	16%	27%	11%
Y10	9	10	9	44		Y10	20%	23%	20%
Y11	13	11	13	56		Y11	23%	20%	23%
Y12	16	14	17	59		Y12	27%	24%	29%
Y13	12	12	20	54		Y13	22%	22%	37%
Y14	3	3	3	7		Y14	43%	43%	43%
Female	37	30	41	236		Female	16%	13%	17%
Male	43	58	38	245		Male	18%	24%	16%
European	61	63	58	381		European	16%	17%	15%
Māori	14	16	16	59		Māori	24%	27%	27%
Pasifika	3	3	3	9		Pasifika	33%	33%	33%
Asian	1	3	2	17		Asian	6%	18%	12%
MELAA	2	2	1	11		MELAA	18%	18%	9%
Other	0	1	0	2		Other	0%	50%	0%
Total	78	84	78	476		Total	16%	18%	16%

Senior Leadership discussed with staff what they believed were some of the causes for our identified students not achieving. A consistent message was a need for students to raise their levels of literacy, particularly in the Y7-13 areas of the school where students have more ability to avoid literacy through passion based course selection. 2019 will see the school focus on developing tools that work to raise literacy for all students. We have identified 6 areas that will form the basis of our professional learning and development. These are Reading, Writing, Listening/Speaking, Growth Mindsets, Vocabulary/Spelling and Significant Learning Needs. These groups will all focus on developing 8 tools each that have been tested and trialled within community.

CURRICULUM TARGETS

1. Make literacy as a schoolwide professional development focus
2. Develop tested literacy tools for Y1-13
3. Introduce L2L as a curriculum structure in all levels of the school

STUDENT TARGETS

1. Lower the number of Year 6 students identified as being at risk of not achieving to <15% (26% in 2018)
2. Lower the number of Māori students identified as being at risk of not achieving to <15% (24% in 2018)
3. Lower the number of Y11-13 students identified as being at risk of not achieving to <15 (24% in 2018)

ACTIONS TO ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
Establish ABLE system	Director		Term 4 2018
Establish Literacy PLD 1-13	DDs		Term 1
Literacy PLD groups create and test tools	Facilitators	\$3000	2019
Responsive PLD is provided to support group research / development	Facilitators	\$3000	2019
Students identified at risk are tracked with communities managing their plan for achievement	Community Leaders		2019

All student have literacy incorporated into their programme	Homebase LAs	Curriculum budgets	2019
Māori students are invited to participate in a student voice group with SLT.	DDs	\$100	Term 2
ABLE data is shared at each BoT meeting	DDs / Director		2019

ANNUAL AIM 2: TO RAISE THE NUMBER OF STUDENTS ATTAINING A NCEA CERTIFICATE OR UNIVERSITY ENTRANCE

CONTEXT (INCLUDING BASELINE DATA)

In general our NCEA results have fallen, with Y12s sitting Level 2 the only minor improvement. NZQA no longer allows school's to easily generate participation based stats (their new reporting only provides enrolment based statistics), so it's difficult for me to comment on whether our students have set a goal, had enough credits to achieve it and then did (or did not) achieve it. I would say however that these stats feel like an accurate reflection of where NCEA achievement is at in the school in 2018.

This is a continuing trend and one that requires a considerable rethink in approach. Currently our students are able to take NCEA courses at whichever level and for whatever duration they want. This heavy focus on managing one's own learning is central to our values and beliefs about education. There is however a clear cost for our learners as they learn how to work within this system in Y11.

NZQA Roll Based Data %	2016	2017	2018
Y11 achieving NCEA Level 1	27.1	28.1	18.6
Y12 achieving NCEA Level 2	35.6	43.5	45
Y13 achieving NCEA Level 3	39.3	39.5	37.9
Y13 achieving UE	25.0	32.6	29.3

I feel that in our school our students should be achieving their NCEA goals with ease. I also believe that we need to examine how our classes are run, how we allow our students to engage with them, and how we support them to build their NCEA self management skills. We have not made any changes to how we deliver NCEA since we merged in 2014. Instead we have focused on building what learning looks like to Y10.

In 2019 we will undertake a radical rethink of what learning for Y11-13 students looks like. We have dropped a course slot and mentoring, and introduced a 90 minute session each day called L2L (Learning to Lead). This course is focused on developing life skills and leadership skills. Our hope is that these sessions will improve our student's engagement. As a school leader I also hope that the collaborative approach taken by the LAs at this time, will begin a rethink about what learning at NCEA level looks like at Ao Tawhiti Unlimited Discovery. We cannot continue to believe that our students should be achieving because the course content and delivery is effective and instead shift the burden of responsibility to

our learners who are still learning their independent management skills. Added to this is the need to recognise that as a school we have one of the highest (if not the highest) percentages of special assessment conditions in New Zealand. Many of our students have specifically chosen to work with us because of the learning difficulties that they have. We need to learn more as a staff about how to plan for achievement for these students within our classes, access relevant PLD to improve our practice, and ensure that our curriculum and NCEA planning is responsive to the identified needs of the learners we have within our class.

None of the strategies listed in 2018's Annual Plan made any noticeable difference. It's time to review and start again.

STUDENT TARGETS

1. At least 50% of enrolled Y11 students will achieve NCEA Level 1 or higher
2. At least 75% of enrolled Y12 and Y13 students will achieve their NCEA goal (as recorded in the LMS)

ACTIONS TO ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
L2L is implemented in the Y11-13 communities	DDs	L2L budgets	Term 1
Timetable is adjusted to accommodate L2L	DDs		Term 4 2018
Community Leaders and DD of Y11-13 are supported to meet and reflect regularly on the success of L2L	DD 11-13		2019
All NCEA level staff participate in appropriate PLD for their NCEA teaching	DD 11-13		Term 2-4
Gateway and Careers coordinators focus on qualification pathways as well as career pathways	DD 11-13	Careers / Gateway budget	2019
Establish a NCEA working group	Director		Term 2
Working group interviews students, staff and families	Director		Term 2

Working group presents findings to staff	Director		Term 3
Working group works with staff to create plan for 2020 and beyond	Director		Term 4
NCEA 2020 plan shared with all staff	Director		Term 4

STRATEGIC GOAL 2: RELATIONSHIPS

“Draw A Crowd” - To strengthen our community - Learning (communities), school, local, national, international

ANNUAL AIM 3: TO BECOME A COACHING SCHOOL

CONTEXT

Our recent ERO review highlighted that our appraisal system was inconsistent and that the inquiry goals set by the teachers lacked sufficient depth to meet all of the practising teacher criteria. To address this we want to increase the opportunity for our LAs to regularly reflect with their appraiser. As a school with a focus on whanaungatanga these relationships are vital in building strong learning relationships for not just our students but our staff as well. Coaching is a way to provide our staff with a clear framework to help place the ownership of professional learning with the individual, whilst being supported by careful questioning and listening from their coach. We attempted in 2015 to establish a coaching framework for our students to improve the learning conversations we have with them. In 2019 we hope that by building coaching (essentially 1:1s for staff) into our appraisal process, there will be added benefits for our students. The plan for this year is to find a suitable external facilitator to work with the whole teaching staff. Embedding coaching across the school will not happen quickly. This may be a journey that takes several years.

ACTIONS TO ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
Establish a coaching working group	Director		Term 2
Working group interviews students, staff and families	Director		Term 3
Working group presents findings to staff	Director		Term 4

Working group works with staff and whanau group to create plan for 2020 and beyond	Director		Term 4
Coaching 2020 plan shared with all staff	Director		Term 4
Bring in an external presenter to work with staff on coaching in a school context	Director		Term 1

ANNUAL AIM 4: TO ENSURE ALL STUDENTS HAVE ACCESS TO 1:1 MENTORING

CONTEXT

The central structure of learning at Ao Tawhiti Unlimited Discovery is the IEM. This meeting allows our students with their parents and learning advisor to create a genuinely personalised programme, that reflects their individual passions, interests and needs. Once these goals have been set there is a need to regularly reflect on the progress being made towards them. This is where the 1:1 becomes important. 1:1s allow students to receive regular coaching from their learning advisor. They are able to reflect on the progress they are making, what the reality of their week has been and what steps now need to be taken to achieve their IEM plan. Unlimited Paenga Tawhiti (the 9-13 school that formed part of Ao Tawhiti Unlimited Discovery), was always able to staff these meetings for its students. Discovery 1 (the Y1-8 school) was never able to staff these meetings. The BoT has made a commitment to pay for the staffing to ensure that all students from Y1-13 are finally able to have regular 1:1s. This investment in staffing requires considerable professional development support for the Y1-6 learning advisors, as well as careful leadership from the Deputy Directors to ensure that the students in Y1-6 are not disadvantaged through the disruption that could be caused by taking their LAs out of the classroom for sections of their week.

ACTIONS TO ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
Establish a 1:1 working group	Director		Term 2
Working group interviews students, staff and families	Director		Term 3
Working group presents findings to staff	Director		Term 4
Working group works with staff and whanau group to create plan for 2020 and beyond	Director		Term 4
1:1s 2020 plan shared with all staff	Director		Term 4
Bring in Alumni to talk about 1:1s experience / impact	Alumni PLG		Term 3

STRATEGIC GOAL 3: CULTURE

“Light the fuse!” - To let everybody know how much Ao Tawhiti Unlimited Discovery rocks

ANNUAL AIM 5: TO ENSURE THAT MĀORI STUDENTS ARE SUPPORTED IN ACHIEVING EDUCATIONAL SUCCESS

CONTEXT (INCLUDING DATA)

This goal continues to be an area for development. Our NCEA results for Māori did improve slightly at Y11, Y13 and for UE but our Y12 data fell. Our NCEA results however are still massively below the national data. I feel that our continued (almost) compliance based approach, is not effective. The constant categorising and meetings to discuss our Māori learners is ignoring the issue of why they are not achieving inside our system, and instead directing it to the students and their engagement. We have excellent mentoring and support systems for Māori students, based heavily on our work in 2015 with Rawhiri Gibson. The challenge I feel, is that we're not as a school looking at what needs to change within our school systems and structures to make being Māori more visible and valued. The Whānau group was more effective in 2018, but lacks a genuine focus to help make it engaging. In 2019 we need to provide a genuine purpose for the group as there are awesome ideas and real commitment to improve the education outcomes and experiences for our Māori students. I also feel that as a staff we are lacking a clear direction from me to change. Simple practices that exist in the Y1-6 parts of the school like morning karakia, kapahaka and visible te reo Māori are not part of the Unlimited Campus. We also have no real commitment to making the campus feel Te Ao Māori in any way. While 2019 is going to be massively dominated by moving to the CBD, it also needs to be a year where we genuinely review how we are supporting our commitment to being Te Ao Māori as in our charter. We can tick the boxes and say that we are but I do not feel that we are living it.

In terms of targets, each year we've set highly aspirational targets. For 2019 I want to set realistic targets (which based on our previous data are still highly aspirational). If we can raise engagement through L2L in the senior school, target outside

providers to support with NCEA level courses and raise the awareness and cultural practices of our LAs, then I believe we can exceed these targets.

STUDENT TARGETS

1. At least 50% of Y11 Māori students with a qualification goal of NCEA Level 1 or above will achieve their set goal.
2. Lower the number of Māori students identified as being at risk of not achieving to <15% (24% in 2018).

ACTIONS TO ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
Establish a Te Ao Māori working group	Director		Term 2
Working group interviews students, staff and families	Director		Term 3
Working group presents findings to staff	Director		Term 4
Working group works with staff and whānau group to create plan for 2020 and beyond	Director		Term 4
Te Ao Māori 2020 plan shared with all staff	Director		Term 4
Share Māori ABLE data at whānau hui	Director		2019
Whānau group work with community and external agencies (eg Ngai Tuahiriri) to establish appropriate wayfinding and signage in building	Whānau Group		2019

ANNUAL AIM 6: TO PROMOTE A CULTURE OF LEADERSHIP WITH OUR STUDENTS

CONTEXT

A central tenet of Ao Tawhiti Unlimited Discovery is kaha. We feel that our students are provided with an environment that allows them to be courageous so they can push the boundaries of their own learning and take risks while developing their own pathway. An essential component of this is providing students with the ability and support to lead their own, and others, learning. Our AEA data paints a picture of a school that is mostly doing well in supporting its Y1-9 students in their learning. Our AEA and NCEA data for Y10 and above paints a very different picture, with students struggling to achieve their set qualification and learning goals. The Y11-13 Deputy Director consulted with a group of Y12-13 students in 2018, asking about what would improve the look of learning for them. A consistent message was more opportunities to learn what would traditionally be called “life skills” like budgeting, flatting, changing a car tyre etc, and more opportunities to lead. Leading was not just leadership of others but also described as being a chance for them to learn the skills to lead their own learning. With this in mind we have implemented a school wide L2L (Learning to Lead) programme each day. This replaces the successfully implemented “community time” that has run up to Y10. Students at Y11-13 are now expected to engage with community, homebase, mentoring, integrated classes (that incorporate “life skills”) and PINs (workshops that can be run by anyone for anyone). The Community Leaders and the Deputy Directors need time to trial, reflect and adapt this programme. We will add “leading” to our tracking data and see where this journey takes our students.

ACTIONS TO ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
DDs to implement and lead L2L with Community Leaders	DDs	L2L budget	Term 1
L2L is reviewed with students and staff termly	DDs		Termly
Review findings presented to staff termly at admin meetings	DDs		Termly
CLs work collaboratively to plan for L2L in 2020 and beyond	DDs with CLs		Term 4

CLs plan for professional learning opportunities at other schools	Director with CLs		Term 2 and Term 4
CLs present plan to BoT	CLs		Term 4
BoT budgets for 2020 PLD leadership opportunities for CLs	BOT		Term 4
SLT promotes leadership forum with staff and students with a focus on providing opportunities for students to go elsewhere to learn and present	DDs		Term 4

STRATEGIC GOAL 4: TRANSITION

“Returning Home” - To successfully bring our community back to the central city

ANNUAL AIM 7: TO SUCCESSFULLY TRANSITION TO OUR CBD ENVIRONMENT

CONTEXT

Nothing has changed here from last year. With our move to the building happening in Term 2, we need to continue with our planning and preparations for the students, the staff and the parents. The PLGs will continue. We will also need to spend more time in Term 1 taking our students into the CBD. One area that is still unknown is how our staff will feel being a “merged” staff. While we have worked extensively as one staff, the reality has always been that they can simply return to their “primary” and “secondary” campuses at the end of the meeting. The tension that the Area School Teachers’ Collective Agreement brings with its inequities across Y1-6 and Y7-13 teachers will be highly visible for our learning advisors. There is also the blending of two communities into a new and largely unknown CBD environment.

A major challenge is of course should any building programme slippages occur. The Unlimited Campus is tied to a leaving date of 18 April, whilst the Discovery campus can remain at Halswell for longer. Should the build fall behind, we will have to reevaluate our planned move.

ACTIONS TO ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
All communities engage with a CBD day in town before we move	CLs	Community Budgets	Term 1

Look for opportunities to bring the entire school into the CBD before we move	DDs	Curriculum budgets	Term 1
Provide evenings to support families with their transition. Focus on transport, engagement and health and safety	Director with DDs		April 2019
PLGs continue throughout Term 1	PLGs	PLD budget	Term 1
Move to the CBD	Director	FFE Budget	Term 1/2
Provide site visit for randomly selected parents prior to move in	Director		Term 1
Continue to use EDI to support transition to CBD	Director	EDI	Term 1
Provide reflection opportunities for the entire community	Director with CLs		Term 1
Arrange site blessing	Kaiako		Term 1
Organise formal opening	Director		Term 2-3
Support Alumni to visit	Director		Term 2-3