



Analysis of Variance 2019

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ANNUAL AIM 1: TO DEVELOP A CURRICULUM THAT ALLOWS STUDENTS TO ACHIEVE ASPIRATIONAL AND REALISTIC LITERACY AND NUMERACY GOALS

2018 CONTEXT

Our national standards results for 2017 are comparable to 2016. We 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 continues to be the area we need further improvement, particularly for 2018's Y7-8 students and boys. Māori 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 Māori 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 outperforming 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 students - 74%), with boys outperforming 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.

I am also very mindful of the changes to how we report to the Ministry of Education. With the changes to National Standards, we need to formalise the process / data we will use to track student achievement. We have several ways that we currently collect curriculum feedback and achievement for students. Our current National Standards Leader, will transition into a new role around assessment. This is a large piece of work that provides us with an opportunity to create a genuine Y1-13 approach to assessment, feedback and tracking of students and their learning across all areas of the curriculum.

2018 CURRICULUM TARGETS

1. To establish a appropriate way to track student achievement in literacy and numeracy from Y1-13
2. To ensure that this system captures the outcomes of the NZ Curriculum and our student's personal goals
3. To phase out our use of National Standards as our sole reporting method to the Ministry of Education

2018 STUDENT TARGETS

1. To raise the level of achievement of our Y7 and Y8 students in writing
2. To raise the level of achievement of our Y7 and Y8 students in maths

2018 ACTIONS TO BE TAKEN

1. National Standards Leader to conduct a review of his role
2. DDs (1-6 and 7-10) work with National Standards Leader to establish agreed processes for assessment at Y1-10.
3. DD 1-6 to review literacy teaching and feedback processes at the Discovery Campus
4. DD 1-6 to review numeracy teaching and feedback processes at the Discovery Campus
5. Identify suitable professional learning and development opportunities for Y1-10 Learning Advisors in literacy and numeracy
6. Integrate literacy and numeracy into all courses offered from Y7-10
7. Identify Y7 and Y8 students below or well below the 2017 national standard for maths and writing.
8. Discuss the achievement / progress of Y7-8 students identified as a risk of not achieving at community meetings.
9. CLs to share plans for at risk students with DDs.

2019 ANALYSIS

This goal was much more challenging to achieve than I expected. We appointed a new Deputy Director responsible for Curriculum from Y1-6 and with the Government changing the education act to remove national standards, needed to move one of our middle leaders from an assessment focused role to somewhere else inside the school. All of this change was of course made with a background of working toward establishing a Y1-13 approach to curriculum.

Our National Standards coordinator used his final year in this role to examine our curriculum with the Y1-6 Deputy Director and the Y7-10 Deputy Director. Both of the DDs were new to these roles and were encouraged to review current practice throughout the year. The National Standards coordinator's review resulted in a recommendation that the school focus on improving the use of the LMS to report to parents. The DD 1-6 also identified a strong desire to reduce the amount of standardised testing that was occurring. The Y7-10 DD identified a need to develop a more robust and consistently implemented curriculum. There was also a strong desire to see improvements in how students were supported through SDL (Self Directed or student led learning)

Assessment practices at both campuses have a focus on gathering clear baseline data through standardised testing (like AsTTle and running records). There are also more robust timelines around reporting in the LMS against Specific Learning Outcomes for courses at Y7-10 and the gradual implementation of this for Y1-6.

Literacy teaching at the Discovery campus (Y1-6) has been thoroughly reviewed with a focus on removing the amount of worksheets provided to students to do. Improvements in planning templates and the use of seesaw to record evidence of learning has seen improvements in the way students are able to account for their learning.

We still have further work to do on how we record literacy progress schoolwide. This will remain a focus for 2019 and beyond.

The numeracy review saw the need for further teacher professional development. Numicon PLD was provided for all staff in Y1-6 as well as resources purchased to support this with students.

In Y-10 the morning block (called "community time") provided a scaffolded environment for the integration of literacy and numeracy into personal independent (or small group) learning. "AT" Projects (project based learning) was also refined to provide further opportunity for students to receive literacy opportunities in an integrated and supported environment.

With our Y7-10 students able to choose any courses they wish, it was important for our LAs to have a way to "catch" students who would otherwise avoid engaging with classes that have a literacy and numeracy focus.

The students we identified from our 2017 National Standards data were noted, tracked through our AEA (Achievement, Engagement and Attendance) data. We still have a gap in our schoolwide processes however. Without National Standards our AEA, personalised testing and SLO data from the LMS do not easily create an overall picture of how our students are tracking as a cohort. I feel that we have excellent tracking systems at a personal level, with our best general data set being our overall AEA data.

Our AEA data continues to be an incredibly effective tool for tracking engagement (or disengagement). The plans made by CLs are being widely shared and strategies refined to better support managing our learners who are at risk of not engaging or not achieving. This information when coupled with our extensive SENCO data set is helping us to provide an excellent level of support for our students.

2019 NEXT STEPS

- Refine AEA data (we've decided to change it to ABLE - Achievement, Behaviour, Leading and Engagement)
- Agree on and develop a schoolwide assessment plan
- Create a schoolwide reporting mechanism for SLOs
- Make Literacy a Y1-13 focus for Professional Development
- Conduct schoolwide curriculum review

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

2018 CONTEXT

The culturally responsive practice professional development conducted in 2017 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 Māori achievement of NCEA, we still have major issues to resolve. Not a single Y11 Māori student achieved NCEA Level 1 (or any other NCEA qualification). Our 22 Y11-13 Māori students attained only 12 NCEA Level qualifications. All of these qualifications were attained by our Y12 and 13 Māori students.

Clearly our focus on Māori PLD, mentoring and 1:1 learning are not having the desired impact. Of even bigger concern is that our data suggests that our Māori students do well in national standards. Being an Area / Composite school means that we cannot draw reasonable conclusions across this data. It's entirely possible that none of our Y11-13 Māori students even attended Discovery 1. It does however highlight that our choice model does not seem to be serving the needs of our Māori 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 intentionally enough as a leadership group. For example, the AEA tracking sheets highlighted Māori achievement as a concern, yet action was not taken early enough in the year to support with this.

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

2018 DATA

Our Māori students outperform our NZ European students in writing (70% to 64% “at” or “above” the national standard). NZ European students considerably outperform our Māori students in Reading (78% to 66% “at” or “above” the national standard) and slightly outperform Māori in maths (74% to 69% “at” or “above” the national standard).

At NCEA level, our Māori students are not performing as well as NZ European students. None of our Y11 Māori students achieved NCEA Level 1 in 2017 (0% compared with 33.3% of NZ European). Our Y12 and Y13 Māori students performance was comparably to our NZ European students (at Y12 / NCEA Level 2 Māori achievement was 43% compared with 45% for NZ European; and at Y13 / NCEA Level 3 Māori achievement was 40% compared with 41% for NZ European: ROLL BASED DATA).

Our participation based NCEA stats are as follows.

- None of our Y11 Māori students achieved NCEA Level 1 in 2017 (0% compared with 73% of NZ European).
- None of our Y12 Māori students achieved NCEA Level 2 in 2017 (75% compared with 79% of NZ European).
- None of our Y13 Māori students achieved NCEA Level 3 in 2017 (100% compared with 79% of NZ European).

There is a significant need to focus on what we do at Level 1 for our Māori students wishing to achieve NCEA Level 1

2018 STUDENT TARGETS

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

2018 ACTIONS TO BE TAKEN

1. All Māori and Pasifika on roll identified with learning advisor becoming mentor and advocate
2. All Māori and Pasifika on roll identified with learning advisor becoming mentor and advocate
3. All Y11 Māori students meet with DD to ensure NCEA plan is developed and in LMS
4. Continued support of the Whānau group
5. Whānau group to provide PLD workshop with staff of being a Māori student at our school
6. Monthly meetings with PN to examine Māori achievement

7. NCEA meeting for Māori families to discuss the role NCEA can play once your child has left school
8. Identify suitable professional learning and development opportunities for DD 11-13 and/or other Learning Advisors in literacy and numeracy

2019 ANALYSIS

This goal continues to be an area for development. Our NCEA results for Maori 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 Maori 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 Maori 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 Maori 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 Maori 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 Maori 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.

2019 NEXT STEPS

- Review this at a governance level. We need a considerable direction and focus here if we are to make any significant gains for our Maori students.

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

2017 BASELINE DATA

NZQA Participation Rate Data %	2016	2017
Y11 achieving NCEA Level 1	73.1	69
Y12 achieving NCEA Level 2	72.4	75
Y13 achieving NCEA Level 3	73.3	81
Y13 achieving UE	45.2	63.6

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

2018 CONTEXT

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 as we had only 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 our 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 set an NCEA goal with their Learning Advisor. My focus for 2018 is to ensure that if a student sets NCEA as a qualification (at any level but particularly at Level 1) that there is a clear, reasonable and appropriate plan that includes a clear pathway, documented in our LMS.

Interestingly only 5 Y11 students set NCEA Level 1 as a formal goal in the LMS in 2017. There is currently 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.

2018 STUDENT TARGETS

1. At least 85% of Y11 students will achieve NCEA Level 1 or higher
2. All students with a programme incorporating NCEA will have a NCEA Qualification goal set in the LMS
3. At least 85% of our students with an NCEA Qualification in the LMS will achieve their goal

2018 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. DD 11-13 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

2019 ANALYSIS

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.

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.

NZQA Participation Rate Data %	2016	2017
Y11 achieving NCEA Level 1	73.1	69
Y12 achieving NCEA Level 2	72.4	75
Y13 achieving NCEA Level 3	73.3	81
Y13 achieving UE	45.2	63.6

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

2019 NEXT STEPS

- DD Y11-13 reviews NCEA with students, staff and leadership
- Recommendations are implemented for improving participation in NCEA courses to Director
- Recommendations are made for improving achievement to Director
- L2L is implemented, supported and reviewed
- PLD is sought for all NCEA Learning Advisors.
- Integration of courses is planned for through visits by willing LAs to successful NCEA integrating schools.
- Make this an annual plan goal for 2019

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

CONTEXT

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.

In 2017 this goal has started 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.

While we have completed none of the actions on last year's annual plan, we have established the environment for these to be further developed in 2018. Part of the reason for not pushing further ahead with these aims, was consultation and work with our middle leadership group (the strategic leadership group). As a group we identified that this aim would be a better focus for 2018. We have set up a professional learning group to start in 2018, led by the Director, that will ensure that this goal is actioned in time for us moving into the CBD in March 2019.

2018 ACTIONS TO BE TAKEN

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. Establish a Professional Learning Group with a focus on building connections with our Alumni
6. If necessary, hire a former student to build connection with recent graduates

2019 ANALYSIS

This is going exceptionally well. The development of a facebook alumni page by the professional learning group responsible for alumni has been very well received by former students. The almost daily updates with pictures from the “old” buildings has kept alumni engaged. With the school opening back in the CBD this year, further events are planned to maintain this momentum.

We still have work to do on developing meaningful ways for alumni to engaged in the day to day learning of our students. We did not find a suitable event to have the alumni come to. We hope that by inviting them to a “opening week” event as an alumni in mid 2019, we will be able to work with them to develop these opportunities.

2019 NEXT STEPS

- Invite alumni to opening of school in CBD
- Work with them to create an alumni event / workshop / system for working with existing students
- Continue to use the facebook page to promote our past.

ANNUAL AIM 5: TO INCREASE PARENTAL INVOLVEMENT AT AO TAWHITI

UNLIMITED DISCOVERY

2018 CONTEXT

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.

Much of this goal has been begun throughout 2017 but requires more work to complete it. Support processes and HB Liaison parents were discussed, implemented and rejected by almost every community due to lack of interest and buy-in. Parental involvement was continuously discussed at strategic leadership level. Eventually there was agreement that this goal required more attention and extended timeframes. The DD (Y1-6) 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 within the school.

2018 ACTIONS TO BE TAKEN

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. Consult with students about how parents could support their learning (barriers / enablers)
6. Provide guides / workshops for parents on how to run a PINs session
7. Provide guides / workshops for parents on how to mentor / coach students

2019 ANALYSIS

We have made excellent progress with this goal, despite a great deal of tangible outcomes on show in 2018. The senior leadership team invested a great deal of time in working with families on building wellbeing and support structures for parents, by parents. Te Taura at the Discovery Campus and Breakfast Club at the Unlimited Campus have provided opportunities for parents to directly get involved. The growth of the whanau group has also bolstered parent participation in the school.

PINS at the Discovery Campus has continued to be an excellent place for parents to get involved. The Senior Leaders at the Unlimited Campus established a process and timetable to allow PINS to grow into the Y7-13 programme as well. This focus took them away from developing a database. Conversations with some parents and staff with prior experience of

school databases, highlighted that these tended to be ineffectual. Focusing on engagement through PINs feels like a better outcome for increasing parental engagement.

The Parent PLG met with parents. A number of matters came forward from them about engagement and communication. There major concerns about moving to our new CBD location was mostly associated with parking as a barrier to engagement and participation (the new building has no parking). These concerns are being worked through in 2019 with the council and will form part of the school's travel plan.

The Discovery Campus has also implemented a parent mentor system for 2019. This sees every new family tagged with an existing parent to help them transition to school. We will evaluate the success of this at the end of 2019.

2019 NEXT STEPS

- Provide PINs at all levels of the school.
- Provide more opportunities for parents to participate in groups (particularly in wellbeing)
- Continue with the Parent's Professional Learning Group
- Explore the role of Homebase Parent Liaison through consultation with the community

ANNUAL AIM 6: TO IMPROVE HOW WE INDUCT NEW STUDENTS, PARENTS AND LEARNING ADVISORS

2018 CONTEXT

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.

We took a number of steps around this in 2017, 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.

In terms of gathering schoolwide data from our new families and staff, we need to survey them. The Board's successful use of random sampling and individual contact seems to have been remarkably effective. The Senior Leadership Team will build this into their review of families new to Ao Tawhiti in 2017 and present the findings to the BOT in 2018 to ensure that we complete this aim.

We have also identified wellbeing as an area that we would like to further develop. We are working within the grow waitaha network of secondary schools in this area. LAs are leading opportunities for students from Y1-13. Our PLD focus will also include dedicated time to wellbeing workshops for staff.

2018 ACTIONS TO BE TAKEN

1. Provide professional development for HBLAs to support homebase
2. Interview students, parents and staff new to Ao Tawhiti
3. Use interview / survey to inform 2019 enrolment and induction processes for families
4. Embed the AEA tracking system at homebase level
5. Ensure that CLs are developing and implementing strategies based on the AEA data
6. Continue to participate in the wellbeing project with Grow Waitaha
7. Lead professional development for staff in wellbeing of students, parents and staff

2019 ANALYSIS

All homebase LAs were provided support for their professional development in the form of an individual PLD budget that they could manage however they wish. New HBLAs were provided additional support in 2018 in the form of a specific mentor - either their Community Leader or in the case of a new community leader, a deputy director. Our new HBLAs

were provided additional support in the form of the mentor attending their initial IEMs and 1:1s. This support was well utilised and in conversations with new staff greatly supported their transition. A clear area for development was the induction of new Community Leaders. We have never made an external community leader appointment until 2018, where we made two. This unusual situation has seen senior leadership become very aware that we do not have effective induction for new CLs. They have so much to learn around structures, appraisal and special character that much more needs to be done. Added to this was the tension that our new CL faced in having a homebase in Y7-10 while leading a Y11-13 community. We have rectified this by ensuring that such a situation never occurs again.

Informal interviews were held with new staff to access what levels of support could have better helped them. It was clear that the weekly bulletin, start of year teacher only days and mentoring all helped. Areas for improvement were a need to have better support from the school's Specialist Teacher, and better curriculum planning in our context induction.

Timetabling and planning, areas essential in other schools are always the first area of concern for new staff and no amount or reassurance from mentors or school leadership that in fact relationships and 1:1s are more important, can change that. The Deputy Directors of Y7-10 and Y11-13 had conversations with new students. At Y7-10 there was a general sense that new students were well supported by the community and homebase structures. At Y11-13 there was a consensus that some homebases were better at supporting new students than others. IEMs and 1:1s were not a consistent part of their programme despite this being a staffed area of their programme. Parents at all levels wanted more support. Parents spoke of the challenges in finding a place to get started. At a 1:1 level it was easy to be involved in IEMs and establishing learning programmes for their child (although some parents expressed an inability to understand how to best choose classes for their child at Y7-13). The difficulty came in finding ways to participate in PINS when they were not teachers, in EOTC trips when they were not experts or even how they could meet existing parents. Communication from the school was also an identified challenge with many new families unaware of how they should be communicated with and who they should communicate with. We have implemented a buddy parent system for families new to the school in Y1-6 in the hope that this will better support growth here.

Enrolments in 2018 were a massive undertaking for the school as we added 170 new families to the school for 2019. We discovered that the tours were incredibly helpful for families in developing an understanding of what we do and how we do it. We also discovered that Open Nights have almost no impact on enrolments. No families who attend the open night enrolled in the school. Most of those who did attend had already been on a school tour and intended to enrol anyway. We could take this to mean that we need to refine our open night process, but with enrolments up 200% from 2017, we would prefer to focus on the tours and ensure that the Director continues to be available to answer all questions from all families at the end of each tour.

AEA is now a fundamental part of our school. The data it generates forms the basis of our achievement reporting. Almost all staff are doing this task each week and the CLs are almost all making this a vital part of their meetings with their

HBLAs. We have decided to tweak the system from tracking AEA (Achievement, Engagement and Attendance) to ABLE (Achievement, Behaviour, Leading and Engagement). CLs are reminded fortnightly to have discussions about their AEA data. Only one community was resistant to this in 2018. I feel that this system has been embedded and will continue to provide valuable student focused planning in the future.

Wellbeing professional development was supported by the use of a management unit. This group contributed to the Christchurch-wide PLD on Wellbeing and led sessions with the staff, as well as developing a wellbeing tool that staff could use.

2019 NEXT STEPS

- Provide resourcing for continued support of Wellbeing
- Provide all new families with a handbook via email to better support their transition
- Provide new LAs with more senior leadership time before they arrive at school, as well as mentoring after they arrive
- Develop better feedback tools for new (and existing) families to share their experiences with others.

ANNUAL AIM 7: TO ADAPT OUR PRACTICE TOWARDS INNOVATIVE LEARNING ENVIRONMENTS IN A CBD CONTEXT

2018 CONTEXT

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.

Throughout 2017 our senior leadership and strategic leadership meet 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 the Director 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 beyond appalling weather, a missed opportunity to further advertise our new location to the media and our community.

We also undertook a number of events in the CBD during 2017. The "Fish and chips evening" at Margaret Mahy, the site blessing, the end of year picnic at the Botanical Gardens, and ensuring that the end of year staff function was held as close as possible to the new site, are all examples of leadership trying to use the CBD appropriately to ease the transition to our CBD site.

2018 ACTIONS TO BE TAKEN

1. Visit Kaiapoi High School
2. Establish professional learning groups with a focus on Alumni, documentation for the CBD, transition of parents, transition of students and transition of staff.
3. Present at a conference
4. Provide opportunity for staff to present what they learned
5. Engage with Inclusiveness and Diversity PLD through cluster
6. Use EDI funding to support staff with their transition to the CBD
7. Fortnightly communication in newsletter
8. Site visits where possible
9. Termly events in the CBD

2019 ANALYSIS

Part of the Director's appraisal was to visit Kaiapoi High School and talk with the principal about how their build had been managed. It was agreed by the Director's appraiser that this was unnecessary as there were many other aspects to the appraisal that were more important.

The staff were placed into 5 groups. These groups have been self managing and have so far completed consultation with staff, parents, students and former students. The groups have struggled to maintain focus for what will be 5 terms but have achieved a great deal including developing schoolwide systems that are essential to the CBD, advertising what the CBD could be for us, bringing external agencies in to speak with staff and gathering significant voice from our community. With so much on this goal has been deferred to 2019. The transition to the CBD is all-consuming for the school's leadership. We have however agreed that as a staff there is a need to better support their PLD ambitions. We intend to run our own conference in the new build in 2019.

Some staff voice continues to highlight this as a concern. We planned for 2019 start of year Teacher only days to include an element of staff being able to share their appraisal inquiry goals and plans for 2019. We have also planned for further opportunities for staff to share their learning through a new round of PLGs that have a focus on literacy

This continues to go well with all but one of our teachers attending the cluster's PLD conference. This will continue through 2019

EDI - where to start. This is not an easy matter for the school nor I expect the MoE. We applied for our funding using the same model as in 2015 (our previous application), only to have it rejected as the parameters for accessing the money had changed (without any communication with us that this was the case). Eventually the BoT directed the Director to write to the MOE about the experience and insist on the funding being released. We received just \$50000 of this money in the financial year it was applied for. This had a considerable impact on our financial accounts. The remaining \$150000 from the 2018 application has been promised to be released to the school by the end of March 2019. We have therefore been very careful with our use of the EDI funding in 2018, with very little of it used to support PLD and release of teachers. This is not an acceptable situation for any school to be in. Planning to use funding and then being unable to access it has considerable negative impacts on the school's governance and leadership. There is potential for auditors to question the school's use or lack of use of funding.

The newsletter continues to be updated with regular property updates. The challenge is always the same however, the building company and project managers control the timeline, whilst the school has to control the narrative without clear timelines.

All staff were offered a school tour and all of the BOT has been given the same opportunity.

This goal was a genuine success. The Discovery Campus organised regular whole site days in the CBD where they based themselves in St Michael's School hall. These days were designed to show families of our Y1-6 students the possibilities the CBD already has to offer. The Y7-10 communities held a market day in Mollett St next to the new building. This took

the entire Y7-10 campus into the CBD and again helped the students and their families see the possibilities that already exist with the added benefit of showing off that the Mollett St area is suitable for gathering community (although without many buildings and not trees it currently lacks any shade). The Y11-13 communities took their communities into the into the CBD at the start of the year again. I believe that we have done all we can under our current circumstances to engage with our CBD home. In 2019 we look forward to being able to learn a new way of being as we adjust to our new facilities and our new neighbours

2019 NEXT STEPS

- Move into our facilities in 2019
- Continue to provide opportunities for communities to work in the CBD through Term 1 2019.