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# CHARTER 2017-2019

## 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

### WHĀNAUNGATANGA

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. 116 Year 1-6 students are located at our Discovery campus in Halswell, and 353 Year 7-13 students are located at our Unlimited campus at the University of Canterbury. The school will eventually move onto a purpose built single site in the CBD in time for the start of the 2019 school year. 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.
- Off site 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 our consultation during 2016 we identified several trends for our focus in 2017.

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"

# 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	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	Appropriate PLD will continue to be provided to Learning Advisors	
Set an expectation that your goals should “exceed your curriculum expectations”	Implement 1:1s for all students from Y1-13 to further support student’s setting, tracking and achievement of their goals	

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)	
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	
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.	
Celebrate success for every student through relevant celebrations of learning		
Continue to consult with the Whānau group and Māori and Pasifika families to understand the context and needs of our students.		



## 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	
Develop scaffolds / support structures for parent volunteers	Community events will be reviewed and documented	
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	

Promote qualification opportunities beyond our walls (STAR / GATEWAY)		
Strengthen our relationships with iwi, central city cluster, other education providers (including Ara and UC), mentor businesses		
Strengthen our relationships with ECE and other potential student entry points.		

## 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”	
Promote an environment where the language and meaning of the values and guiding principles innate for all community members.	Develop opportunities for students to learn more often in the CBD (hubs?)	
Promote what and how the values and guiding principles look with the students / LAs / parents / wider community		



Improve communication and engagement between school and whānau		
Make tikanga and te reo Māori woven throughout our practices		
Promote COLs as a natural part of learning		
Increase the amount of learning that takes place off campus		
“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.		
Ensure the community is regularly updated on all aspects of the building and design process		
Community Leaders and Senior Leadership to work with Learning Advisors on developing what learning in the CBD facilities could be		





# ANNUAL PLAN 2017

## Strategic Goal 1: Learning

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Annual Aim 1: To achieve aspirational and realistic literacy and numeracy goals for Y1-8 students

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# 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 AND NUMERACY GOALS FOR Y1-8 STUDENTS

### CONTEXT

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

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 ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
Create a list of all students in target groups, and distribute with relevant LAs	Deputy Director (DC)		Term 1
Ensure target group are discussed as individual learners at weekly community meetings.	CLs		Throughout year
Organise and run workshops on writing and mathematics for families	Deputy Director (DC)	\$100 catering	Termly
Deputy Director (DC) to establish appropriate PLD to support target groups	Deputy Director (DC)	PLD / relief as needed	
Progress reported to Director of target groups every 5 weeks	Deputy Director (DC)		

Develop a programme for boys writing	Deputy Director (DC)	PLD / relief as needed	Term 1
Develop a programme for girls mathematics	Deputy Director (DC)	PLD / relief as needed	Term 1
National Standards needs analysis conducted with staff	National Standards Leader		Term 3
PLD for 2018 developed based on progress of target groups and needs analysis results	National Standards Leader	PLD budget 2018	Term 4

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

### CONTEXT

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

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 shows 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

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 ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
Schoolwide PLD on culturally responsive practice	Director	\$1000	All year
All Māori and Pasifika on roll identified with learning advisor becoming mentor and advocate	Deputy Directors		Term 1
All Y11 Māori students meet with CL to ensure NCEA plan is developed and in LMS	Director with CLs		Term 1
Continued support of the Whānau group	Director	\$500 catering	All year

Whānau group to provide PLD workshop with staff of being a Māori student at our school	Director		Throughout year
Monthly meetings with PN to examine Māori achievement	Deputy Director (UC)		Monthly
Two NCEA meetings for Māori families to discuss the role NCEA can play once your child has left school	Deputy Director (UC)		Term 2 and 3

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

### BASELINE DATA 2016

NZQA Participation Rate Data %	2016	2015
Y11 achieving NCEA Level 1	<b>73.1</b>	85.7
Y12 achieving NCEA Level 2	<b>69.0</b>	76.4
Y13 achieving NCEA Level 3	<b>73.3</b>	81.3
Y13 achieving UE	<b>45.2</b>	50.0

NZQA Roll Based Data %	2016	2015
Y11 achieving NCEA Level 1	<b>37.1</b>	41.4
Y12 achieving NCEA Level 2	<b>44.1</b>	55.8
Y13 achieving NCEA Level 3	<b>39.3</b>	46.3
Y13 achieving UE	<b>25.0</b>	28.4

### CONTEXT

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 by 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 ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
Create a list of all students in target groups, and distribute with relevant LAs	Deputy Director (UC)		Term 1
Ensure target group are discussed as individual learners at weekly community meetings.	CLs		Throughout year
Organise and run information evenings for parents and students about how NCEA works	PN	\$100 catering	Term 1, Term 2 and Term 3
Deputy Director (UC) to establish appropriate PLD to support target groups	Deputy Director (UC)	PLD / relief as needed	
Progress reported to Director of target groups every 5 weeks	Deputy Director (UC)		



Develop a programme for supporting independent learning at NCEA Level	Deputy Director (UC)	PLD / relief as needed	Term 1
Develop a programme for Y11 engagement with NCEA	Deputy Director (UC)	PLD / relief as needed	Term 1
Principal's Nominee conducts needs analysis with NCEA LAs	PN		Term 3
PLD for 2018 developed based on progress of target groups and needs analysis results	PN	PLD budget 2018	Term 4
Develop a programme for 2017 leavers engagement with NCEA Level 2	Deputy Director (UC)	PLD / relief as needed	Term 1

# STRATEGIC GOAL 2: RELATIONSHIPS

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

## 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.

### ACTIONS TO ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
Make contact with former students, parents and staff	Director through staff		End of Term 1
Create a database of what our former students, parents and staff are now doing	Deputy Directors		End of Term 2

Organise a schoolwide event for alumni to present	Director	Venue hire, travel costs	Term 3 school wide celebration of learning
Provide opportunities for students to meet with and build meaningful connections with alumni	Director	Venue hire, travel costs	Term 3 school wide celebration of learning
Survey (PMI) current students, families and staff about Alumni event	Deputy Directors	Survey Monkey subscription	Following Alumni COL
Analyse survey results and make necessary changes to for 2018 event	SLT		Term 4

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

### 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.

### ACTIONS TO ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
Develop a webpage to support parents	Deputy Director (DC)		Term 3
Consult parents about what the barriers / enablers are to getting involved	Deputy Directors		Term 2
In consultation with parents, develop a 3 tiered system for parental involvement	Deputy Directors	\$100 (catering for meetings)	Term 2
Create a database of parental skills and availability	Deputy Directors		Term 2-3
Establish a homebase liaison parent for each homebase in the school	CLs with HBLAs		Term 1-2
Consult with students about how parents could support their learning (barriers / enablers)	Deputy Directors	\$100 (catering for meetings)	Term 2
Provide guides / workshops for parents on how to run a PINs session	Deputy Director (DC)	\$100 (catering for meetings)	Term 2
Provide guides / workshops for parents on how to mentor / coach students	Deputy Director (UC)	\$100 (catering for meetings)	Term 2

# STRATEGIC GOAL 3: CULTURE

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

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

### CONTEXT

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 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 ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
Establish a working party to create a draft framework for the special character in action	Director		Term 2
With an external facilitator, create a draft set of broad statements that reflect the guiding principles in action	Director	\$5000 (facilitator)	Term 2
Use the draft document to consult with students, staff and parents	Director		Term 2
Establish an agreed framework / rubric / way of working with the document	Director		Term 3
Through consultation with students, develop a way to best assess students against the established framework	Director		Term 3
Provide PLD for staff, parents and students about how to generate an OTJ / self assessment from framework	Director with working party	Potential relief costs	Term 4



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

### 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.

## ACTIONS TO ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
Strengthen homebase through providing time on the timetable for all year levels	SLT	Staffing / reduction of mentoring time	Term 4 2016
Change the staff meeting cycle to place more emphasis on meeting at community level	SLT		Term 4 2016
Improve communication between homebase and home through regular meetings or communication	CLs with HBLAs		Throughout year
Establish a homebase liaison parent for every homebase	CLs with HBLAs		Term 2
Provide professional development for HBLAs to support homebase	SLT with CLs	\$10-20K TODs or relief to cover PLD costs	Term 3
Interview students, parents and staff new to Ao Tawhiti	Enrolment team		Term 4
Use interview / survey to inform 2018 induction for new students / families	Enrolment team		
Provide a clear set of expectations / tasks for homebase liaison parents for 2018	CLs with HB Liaison parents		Term 3-4
Implement an AEA tracking system at homebase level	Deputy Directors		Prior to Term 1
Ensure that HBLAs are completing the AEA system and discussing it at community level	CLs with HBLAs		Throughout year

Ensure that CLs are developing and implementing strategies based on the AEA data	SLT with CLs		Throughout year
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# STRATEGIC GOAL 4: TRANSITION

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

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

### 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.

## ACTIONS TO ACHIEVE AIM

Action	Responsibility	Budget	Timeframe
Identify key schools in Canterbury willing to let us visit	SLT		Term 1-2
Establish professional pairs of staff	SLT / CLs		Term 1-2
Visit schools during year	SLT / CLs	\$12000 - Relief costs	Term 3-4
Provide opportunity for staff to present what they learned	SLT / CLs		Term 3-4
Engage with Inclusiveness and Diversity PLD through cluster	SLT / CLs	\$1500 - relief costs	Term 1
Develop a reflection format that allows staff to share their findings	SLT / CLs		Term 2
Ensure that 2018 staffing and development of learning programmes reflects a desire to transition to ILEs	Director		Term 4
Fortnightly communication in newsletter	Director		Throughout year
Twice termly communication from BOT	BoT Chair		Throughout year
Site Blessing	Director with MOE		Term 1
At least termly events in the CBD	Deputy Directors	Community Budgets	Termly