AD TAWHIT

UNLIMITED DISCOVERY

Charter 2020-2022

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.

Whakaute

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.

Tiakitanga

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 whanaungatanga (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 in the heart of Christchurch. We have 169 Year 1-6 students and 499 Year 7-13 students located

at our purpose built site in the CBD. A vital part of the school's special character is its connection to the central city. We have a strong belief that our location allows us to provide learning opportunities that are not easily available to students at other schools.

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. 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.

Engagement

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 2020 we reviewed our charter by individually contacting a random selection of parents, as well as a survey provided to all families. Through this feedback we identified several trends for our focus in 2020 and beyond.

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
6. Improve whānau understanding of the special character.
7. Develop consistent and clear communication at all levels of the school
8. Become a 1-13 school
9. Support whānau involvement at school
10. Develop consistent and clear 1-13 structures

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 it's 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

Strategic Goal 1: Teaching For Learning

"To support students in achieving their learning goals"

Aim	2020	2021	2022
To support students in achieving their learning goals	Strategies to promote individual student success, including the importance of achievement setting personalised learning outcomes and achievement (this may be NCEA or it may be another more appropriate outcome for the student). Appropriate PLD will be provided for staff around managing and appropriately recognising individual learning programmes. A process for the development of a school wide (Y0-15) approach to individual learning plans, and school wide celebration of individual student learning, will be developed and implemented. Consultation with Māori and Pasifika communities will be held to understand the context and needs of these groups with regard to promoting personal (academic or other personal) success.	**Strategies that promote student success developed in 2014 will be reviewed, and revisions made to practice where necessary.** **Progress in personal student achievement for 2020 will be reviewed and documented.** **Appropriate PLD will continue to be provided for staff.** **The process established in 2020 for individual learning plans, will be reviewed, and revisions made to practice where necessary.** **A review will be carried out to determine key factors that lead to personal student success.**	Progress during 2020 and 2021 in the promotion of student success will be reviewed and documented. Appropriate PLD will continue to be provided.

Through consultation with the community, we will develop a shared understanding of what achievement entails at the various stages of a student's pathway.

Strategic Goal 2: Relationships for Learning

"To maintain our sense of community"

Aim	2020	2021	2022
To maintain our sense of community through a focus on relationships.	Establish regular meetings with parents to discuss ways we can further develop our sense of community. Professional learning and development around establishing and maintaining community will be provided for staff. This could be widened to include parents and students. 1:1s and IEMs are promoted through workshops, professional learning and research. Connections to businesses, schools and organisations in the CBD will be made to help facilitate our return to the city. Find ways to work with other educational providers to grow our learning community beyond the physical confines of our campuses. Be an active member of the Kāhui Ako.	**A review will be carried out of the trials of 2020 and a plan put in place for the long-term development of community.** **Further trials in communities will be developed. These may have a range of focuses depending on the direction of the Kāhui Ako and workshops with the community.** **Appropriate PLD will continue to be provided for staff.**	Progress during 2020 and 2021 in the promotion of student success will be reviewed and documented. Appropriate PLD will continue to be provided.

Strategic Goal 3: Leading for Learning

"To develop a culture where leading your learning is normal"

Aim	2020	2021	2022
To develop a culture where leading your learning is normal	All learning advisors and support staff will work together to identify ways in which student-led learning can be delivered. A list of key methods will be developed, explored, trialled and implemented. All students, parents / caregivers will identify ways in which they believe student-led learning can be delivered. A list of key methods will be developed, explored, trialled and implemented. Community Leaders will work with Learning Advisors and students to develop L2L time Appropriate PLD will be provided for learning advisors to support student centred learning. Induction programmes/PLD for parents/caregivers created and trialled.	**A review will be carried out of the trials of 2020 and a plan put in place for the long-term delivery of student-centered learning.** **Further trials aimed at the delivery of student-centered learning will take place.** **Appropriate PLD will continue to be provided for staff.** **L2L will be further developed to incorporate elements of self directed learning. This will be apparent through the Hapori programme introduced this year.**	Progress during 2020 and 2021 in the promotion of student success will be reviewed and documented. Appropriate PLD will continue to be provided.

Strategic Goal 4: Behaviours for Learning

"To create systems that allow our students to learn when and where best suits them"

Aim	2020	2021	2022
To create systems that allow our students to learn when and where best suits them	Strategies to promote effective social and learning behaviours are examined, developed and trialled. Appropriate PLD will be provided for staff around managing and appropriately recognising social and learning behaviours. Regular communication and workshops with families to support social and learning behaviours. Schools that use a range of behaviour strategies are visited and used to develop possible systems and structures that promote effective learning and social behaviours. Self directed learning, offsite learning and in class learning are reviewed, through a lens of learning behaviours.	**Strategies that promote student success developed in 2020 will be reviewed, and revisions made to practice where necessary.** **Progress in social and learning behaviours for 2020 will be reviewed and documented.** **Appropriate PLD will continue to be provided for staff.** **The process established in 2020 for learning behaviours, will be reviewed, and revisions made to practice where necessary.** **A review will be carried out to determine key factors that improve social and learning behaviours..**	Progress during 2020 and 2021 in the promotion of student success will be reviewed and documented. Appropriate PLD will continue to be provided.

Ao Tawhiti Unlimited Discovery: Annual Plan 2021

Strategic Goal 1: Teaching For Learning

"To support students in achieving their learning goals"

Annual Aim 1: To review Hapori and Self Directed learning scaffolds to ensure they are providing opportunities for deep learning.

Context

As a school our special character emphasises the importance of students directing their own learning. It is important that we provide the frameworks and support to enable self directed learning to take place in an effective and empowering way for all our learners. We need to be able to support students to articulate how they are learning and reflect on the outcomes of their learning. We want all students to be fully engaged in their learning and begin to have the skills to lead their own learning, and maybe even other's learning in PINs and Hapori. Our hope is that we see improved engagement and achievement in the self directed learning programmes. ABLE data is one point of measurement for this.

2020	OVERALL (TOTAL)					2020	OVERALL (%)			
	ACHIEVE	BEHAVE	LEAD	ENGAGE	TOTAL		ACHIEVE	BEHAVE	LEAD	ENGAGE
YEAR 1	2	5	0	2	36	YEAR 1	6%	14%	0%	6%
YEAR 2	7	2	2	3	25	YEAR 2	28%	8%	8%	12%
YEAR 3	8	4	7	6	32	YEAR 3	25%	13%	22%	19%
YEAR 4	0	1	3	4	27	YEAR 4	0%	4%	11%	15%

YEAR 5	0	3	3	1	29	YEAR 5	0%	10%	10%	3%
YEAR 6	0	0	3	2	29	YEAR 6	0%	0%	10%	7%
YEAR 7	2	2	2	2	58	YEAR 7	3%	3%	3%	3%
YEAR 8	7	3	7	9	57	YEAR 8	12%	5%	12%	16%
YEAR 9	10	6	16	15	85	YEAR 9	12%	7%	19%	18%
YEAR 10	11	2	14	17	78	YEAR 10	14%	3%	18%	22%
YEAR 11	23	12	20	22	81	YEAR 11	28%	15%	25%	27%
YEAR 12	12	9	11	12	66	YEAR 12	18%	14%	17%	18%
YEAR 13	9	2	6	11	41	YEAR 13	22%	5%	15%	27%
YEAR 14	0	0	0	0	1	YEAR 14	0%	0%	0%	0%
FEMALE	41	20	35	44	311	FEMALE	13%	6%	11%	14%
MALE	49	31	59	61	329	MALE	15%	9%	18%	19%
EUROPEAN	58	35	60	68	486	EUROPEAN	12%	7%	12%	14%
MAORI	21	10	20	24	99	MAORI	21%	10%	20%	24%
PASIFIKA	2	1	2	2	5	PASIFIKA	40%	20%	40%	40%
ASIAN	3	0	2	2	5	ASIAN	10%	0%	7%	10%
MELAA	5	5	7	6	16	MELAA	31%	31%	44%	38%
OTHER	2	0	2	2	6	OTHER	33%	0%	33%	33%
WHOLE SCHOOL	87	34	86	85	547	WHOLE SCHOOL	16%	6%	16%	16%

Student targets

To lessen the disengagement of year four students to less than 15%
To lessen the disengagement of year 11 students to less than 20%
To lessen the disengagement of year 13 students to less than 20%

Action	Responsible	Timeframe
Research SDL resources and frameworks to support learning advisors	Melva and SLT	Term 1
Create an SDL framework for Ao Tawhiti	Melva and SLT	Term 2 - 4
Create a draft document for the team as a template to work from	Melva and SLT	Term 2

Annual Aim 2: To examine current NCEA assessment practice.

Context (including baseline data)

Ao Tawhiti (and Unlimited before the merger) have always struggled to turn their personalised, highly mentored and relationship based approach to student learning into positive schoolwide NCEA achievement data. In the past we have tried bringing in experts, targeting groups, increasing SLT focus on NCEA and many other measures. Unfortunately we continue to find that providing students with a high degree of choice, particularly over their course selection and assessment selection, continues to result in some students not achieving their qualification goals. Our current NCEA data (see below), shows that those students who do engage with NCEA perform below the national average. It also shows that our Y13 cohort struggle to gain Level 3 and UE - which is concerning if they are engaging in education at year 13 to gain a tertiary pathway.

In 2021 NCEA will continue to be reviewed at a national level. There will be trials with Level One standards therefore with impending changes to standards and structures, it seems timely to address this at a school level. All areas of NCEA will be reviewed with a focus on developing a coherent and agreed framework that promotes consistency of practice as a staff.

NZQA Roll Based Data	2018	2019	2020
Year 11 achieving NCEA Level 1	18.5%	40.4%	30.8%
Year 12 achieving NCEA Level 2	45%	21.2%	43.8%
Year 13 achieving NCEA Level 3	37.9%	48%	33.3%
Year 13 achieving UE	29.3%	38%	31.0%

Student targets
    To raise the number of Y13 students gaining a Level 3 NCEA qualification to 40%
    To raise the number of school leavers gaining at least a NCEA Level 2 qualification to 85%

Action	Responsible	Timeframe
Review current NCEA practice and determine areas of focus for 2021 onwards.	Anita, Megan and Brent	Term 2 - 3
Planning to reflect changes in response to review.	Anita, Megan and Brent LAs who teach NCEA	Term 3 onwards

Strategic Goal 2: Relationships for Learning

"To maintain our sense of community"

Annual Aim 3: Embed a rugged system for relational IEMs and 1:1s with ākonga, staff and whānau which reflect our Special Character and result in a sense of belonging for all stakeholders

Context

At the core of all 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. 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 still needs further professional learning and development. There is a strong desire from both students and leadership for these meetings to be more consistent.

Action	Responsible	Timeframe
Gather parent feedback on IEMS; inform staff of results and create action points from the feedback.	Niki, LAs	T2
Gather student voice on effective 1:1s through surveys and interviews. Feedback to staff.	Niki	T2
Explore with staff what we are doing well, pros and cons of consistency, what needs to change.	Niki, CLs, LAs	T3

Strategic Goal 3: Leading for Learning

"To develop a culture where leading your learning is normal"

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 ABLE data paints a picture of a school that is mostly doing well in supporting it's Y1-9 students in their learning. Our ABLE and NCEA data for Y10 and above paints a very different picture, with students struggling to achieve their set qualification and learning goals. Last year we began the process of implementing L2L (Learning to Lead) time across the school. This was in part to help address the previously mentioned disparity. The next step we have identified is to improve the level of coordination, collaboration and consistency for the leadership of L2L by Community Leaders. To do this we have specifically tasked the leadership of L2L to a new Senior Leader. They will have the time and authority to research, develop and implement appropriate structures for our students to be able to more effectively lead their learning.

Annual Aim 4: Implement the HB curriculum and establish the Hapori curriculum learning to support SDL.

Action	Responsible	Timeframe
Identify the key knowledge, skills and capabilities students need to successfully lead their learning through research, PLD and surveying staff and students	*Megan and Melva*	*Term 1-2*
Work with the Community Leaders (CLs) to begin to develop a HB and Hapori curriculum outlining the desired knowledge, skills and capabilities	*Megan and CLs*	*Term 2*
Begin implementing the HB and Hapori curriculum as a trial with some communities	*CLs, HBLAs*	*Term 2 - 4*

Annual Aim 5: Identify what students leading their learning looks like in 1:1s, IEMs, classes and SDL

Action	Responsible	Timeframe
Gather student voice on what leadership of learning looks like in 1:1s, IEMs, classes and SDL	Megan	*Term 2-3*
Gather teacher voice on what leadership of learning looks like in 1:1s, IEMs, classes and SDL	Megan	*Term 2-3*
Consult research literature	Megan	*Term 3*
Identify LA practices that support students to lead their learning in different contexts	Megan with group of CLs/LAs	*Term 3-4*
Identify skills, knowledge and capabilities for students which can be added to the L2L curriculum	Megan with group of CLs/LAs	*Term 4*

Strategic Goal 4: Behaviours for Learning

"To create systems that allow our students to learn when and where best suits them"

Context

One of the challenges with having an inclusive and student centred philosophy, while being surrounded by largely conservative and inflexible schools, is that we often become a desirable place for students who are failing to meet normal school behaviours. For most of these students, arriving at Ao Tawhiti is transformational. The negative behaviours they had at their previous school simply disappear. For others however, our flexibility, student choice and increased ability to manage oneself, can make for an exceptionally challenging transition. In 2019 we had a marked increase in the number of stand downs, suspensions, exclusion and expulsions. Many of these were for students who had attended the school for less than 2 years and had behavioural issues at previous schools. All of the students consumed hours of support and management from the staff. One of the identified issues that came through from staff and students was that our relatively rule free and student centred structures, can create an inconsistent environment for students to learn and behave in. In 2018 and 2019 we worked with the community around what our values mean and what they look like in practice. We feel that similar work regarding behaviour is needed, to ensure that all students are clearly aware of why we do what we do, how we are expected to behave when doing it, and what the personal consequences are for failing to engage with your learning.

Annual Aim 6: Increase the level of understanding that our current and prospective community members have about what it does, and doesn't, mean to be a 'Learner at Ao Tawhiti Unlimited Discovery'.

Action	Responsible	Timeframe
Consult and collaborate with the community to identify the indicators of our Special Character's Guiding Principles.	Ian and Anita	Ongoing
Continue to clarify the Core Values, and the indicators, across the school. Homebase/Community focus to reiterate who we are as a school and how that links into how we operate as community members	Ian, staff and students	Ongoing