

ANALYSIS OF VARIANCE 2021

ANNUAL AIM 1: TO REVIEW FRAMEWORKS FOR QUALITY TEACHING AND DESIGN A FRAMEWORK THAT MAKES QUALITY TEACHING AND ITS PROGRESSIONS VISIBLE.

2020 CONTEXT

Senior leadership has a desire to create greater consistency in all areas of practice by our learning advisors. Our ERO review in 2017 highlighted that our appraisal process for example, with its focus on individuality, was too inconsistent. Walkthroughs performed by SLT in 2019 noticed that different learning advisors had different strengths and weaknesses when teaching their students. Our ABLE data (see table below) supports this with achievement and engagement varying greatly from homebase to homebase as well as year to year. There is a clear gap between achievement data in our Y7-10 and our Y11-13.

To create greater consistency we need to look at research and review current practice. This work will then be trialled with a group of willing Learning Advisors.

Our hope is that we see improved engagement and achievement in their classes.

2019 School-wide Students at Risk of Not Achieving, Engaging or Attending

	Achieve	Behave	Lead	Engage	Total # students		Achieve	Behave	Lead	Engage
Y1	1	0	0	0	7	Y1	14%	0%	0%	0%
Y2	9	4	7	5	29	Y2	31%	14%	24%	17%
Y3	1	5	4	4	23	Y3	4%	22%	17%	17%
Y4	2	2	1	3	23	Y4	7%	7%	3%	10%
Y5	7	0	0	2	25	Y5	28%	0%	0%	8%
Y6	4	2	5	6	25	Y6	16%	8%	20%	24%
Y7	0	0	2	1	43	Y7	0%	0%	5%	2%
Y8	0	0	1	0	49	Y8	0%	0%	2%	0%
Y9	7	4	13	13	75	Y9	9%	5%	17%	17%
Y10	12	9	18	17	77	Y10	16%	12%	23%	22%
Y11	15	2	13	12	60	Y11	25%	3%	22%	20%
Y12	16	4	11	9	56	Y12	29%	7%	20%	16%

Y13	13	2	11	13	49	Y13	27%	4%	22%	27%
Y14	9	2	11	10	11	Y14	100%	18%	100%	91%
Female	46	12	39	35	270	Female	17%	4%	14%	13%
Male	42	23	49	51	280	Male	15%	8%	18%	18%
Euro	61	25	55	56	414	Euro	15%	6%	13%	14%
Māori	23	8	26	23	93	Māori	25%	9%	28%	25%
Pasifika	1	0	2	2	7	Pasifika	14%	0%	29%	29%
Asian	0	0	0	1	23	Asian	0%	0%	0%	4%
MELAA	2	1	3	3	11	MELAA	18%	9%	27%	27%
Other	1	0	1	1	3	Other	33%	0%	33%	33%
Total	87	34	86	85	547	Total	16%	6%	16%	16%

STUDENT TARGETS

1. Lower the number of Year 3 students (in 2020) identified as being at risk of not achieving to <15% (26% Y2 in 2019)
2. Lower the number of Māori students identified as being at risk of not achieving to <20% (25% in 2019)
3. Lower the number of Y11-13 students identified as being at risk of not achieving to <20% (26% in 2019)

ACTIONS TO ACHIEVE AIM

Research frameworks as source material to develop an ATUD specific framework.
 Recruit LAs willing to be part of a 3 year project to develop, trial and spread.
 Create a draft document for the team as a template to work from.
 Begin regular PLD sessions with the team to design this framework.
 Creation of an ATUD framework for testing in 2021.

2021 ANALYSIS

2020 School-wide Students at Risk of Not Achieving, Engaging or Attending

	Achieve	Behave	Lead	Engage	Total # students		Achieve	Behave	Lead	Engage
Y1	2	5	0	2	36	Y1	6%	14%	0%	6%
Y2	7	2	2	3	25	Y2	28%	8%	8%	12%
Y3	8	4	7	6	32	Y3	25%	13%	22%	19%
Y4	0	1	3	4	27	Y4	0%	4%	11%	15%

Y5	0	3	3	1	29	Y5	0%	10%	10%	3%
Y6	0	0	3	2	29	Y6	0%	0%	10%	7%
Y7	2	2	2	2	58	Y7	3%	3%	3%	3%
Y8	07	3	7	9	57	Y8	12%	5%	12%	16%
Y9	10	6	16	15	85	Y9	12%	7%	19%	18%
Y10	11	2	14	17	78	Y10	14%	3%	18%	22%
Y11	123	12	20	22	81	Y11	28%	15%	25%	27%
Y12	12	9	11	12	66	Y12	18%	14%	17%	18%
Y13	9	2	6	11	41	Y13	22%	5%	15%	27%
Y14	0	0	0	0	1	Y14	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%
Euro	58	35	60	68	486	Euro	12%	7%	12%	14%
Māori	21	10	20	24	99	Māori	15%	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%
Total	87	34	86	85	547	Total	16%	6%	16%	16%

We were unsuccessful in achieving our aim to lower non-achievement in year three to less than 15%, as 25% were identified as not achieving their potential in 2020. However we were successful in supporting our Māori students to achieve - as we shifted from 25% non achieving to 15% non achieving. We are proud of this result and it mirrors our stronger NCEA achievement for our Māori students. Our relational practice supporting students and whānau is beneficial in supporting Māori students to achieve. We also decreased the percentage of year 11 - 13 students not achieving to 22% - this was down from 26% in 2019. The ongoing collection and analysis of ABLE data at a whole staff level meant that at risk students were identified and strategies were implemented in a timely manner.

2021 NEXT STEPS

Continue to use ongoing ABLE data to prompt early interventions with students who are struggling to achieve or engage with their learning at ATUD. This data is collected by Home Base Learning Advisors who share this with their Community Leaders and whānau at IEMs. This means that the school, students and families are working together to support student achievement and engagement.

ANNUAL AIM 2: TO EXAMINE CURRENT NCEA ASSESSMENT PRACTICE

2020 CONTEXT

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 Y12 cohort continues to struggle (last year they were at Y11 and we saw a similar drop in achievement).

In 2020 NCEA will continue to be reviewed at a national level. 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 %	2017	2018	2019
Y11 achieving NCEA Level 1	28.1	18.6	40.4
Y12 achieving NCEA Level 2	43.5	45	21.2
Y13 achieving NCEA Level 3	39.5	37.9	48
Y13 achieving UE	32.6	29.3	38

2020 STUDENT TARGETS

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

ACTIONS TO ACHIEVE AIM

- Review current NCEA practice and determine areas of focus for 2021.
- Design of course overview templates
- Review of number of assessments/credits per subject.
- Review of programme coherency
- Planning to reflect changes in response to review

2021 ANALYSIS

NZQA Roll Based Data %	2017	2018	2019	2020
Y11 achieving NCEA Level 1	28.1	18.6	40.4	30.8
Y12 achieving NCEA Level 2	43.5	45	21.2	43.8

Y13 achieving NCEA Level 3	39.5	37.9	48	33.3
Y13 achieving UE	32.6	29.3	38	31.0

We were unsuccessful in achieving our aims for NCEA in 2020. The numbers of students achieving level two doubled in 2020, however we are still a long way from achieving 85% of level two students getting their NCEA qualification. Because we don't timetable our students according to year level we do have a range of students in our NCEA classes - with some older students completing level one courses and younger students completing level three courses. We also have a number of students who choose not to take NCEA classes - and they work on their own projects, which they can do so under our special character. In future I would prefer to measure this statistic against the number of students who are aiming for an NCEA qualification.

2021 NEXT STEPS

There is a professional learning group facilitated by the Principal's Nominee who are exploring how to improve the students' NCEA results. We are also looking at the data around our students and who is aiming for an NCEA qualification. This will help inform teaching programmes as we move forward with planning for NCEA.

ANNUAL AIM 3: SUPPORT THE DEVELOPMENT OF A HIGHLY SKILLED AND EFFECTIVE STAFF WHO ARE COMMITTED TO THE EDUCATIONAL, EMOTIONAL, SOCIAL AND PHYSICAL WELLBEING OF ALL STUDENTS

2020 CONTEXT

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

ACTIONS TO ACHIEVE AIM

Support the development of a highly skilled and effective staff who are committed to improving educational, emotional, social and physical wellbeing of all students.

Gather student voice regarding HBLA and subject LA relationships. Provide feedback to LAs and discuss to inform action.

Explore how well we know our students. Identify less well-known students and take steps to build relationships with them.

Interview a focus group of students across 1 - 13 to compare expectations with reality at Ao Tawhiti.

Organise a conference, working title 'Celebrating Difference'. Involve agencies who can educate ākongā, staff and families about diversity.

2021 ANALYSIS

This work is ongoing and improving as we spend more time in Home Base. Staff are developing their skills sets as they work through the experience of Home Base and interacting with students and families. Student voice gathering was incomplete due to interruptions caused by COVID in 2020. Getting to know students in 2020 was also sporadic due to COVID and the students who missed out on this mainly were students who were new to the school. The feedback from students who were interviewed and staff was generally positive in terms of relational practice. The conference was a success and the DD responsible learnt that she needed to advertise more widely. She was relying on the parent community only, so numbers were disappointing - but the conference itself was great. The DD presented at Mana Ake conference and received positive feedback from the participants around the conference.

2021 NEXT STEPS

- Develop a coaching for the willing PLD plan
- Continue to promote 1:1s as coaching conversations
- Continue to promote IEMs that are purposeful
- Organise 'Whakarua te Kanorau 2' for term 3 or 4 in 2021 - promote this widely

ANNUAL AIM 4: CO-CREATE A RUGGED SYSTEM FOR RELATIONAL IEMs AND 1:1s WITH ĀKONGA, STAFF AND WHĀNAU WHICH REFLECTS OUR SPECIAL CHARACTER AND RESULT IN A SENSE OF BELONGING FOR ALL STAKEHOLDERS

2020 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.

2020 ACTIONS TO ACHIEVE AIM

Gather parent feedback on IEMs; inform staff of results and create action points from the feedback.

Gather student voice on effective 1:1s through surveys and interviews. Feedback to staff.

Explore with staff what we are doing well, pros and cons of consistency, what needs to change.

Develop and share a procedure for effective IEMs and 1:1s.

2021 ANALYSIS

The professional learning group organised by the DD responsible for this aim allowed her to gather a lot of data which was collated into a whole staff presentation. This enabled staff to gain a greater understanding of what strategies are and aren't successful for IEMs and 1:1s. It reinforced the need to continue with our aims and actions from 2020.

2021 NEXT STEPS

- Gather data from Learning Advisors, students and whānau on whether they see any improvement / changes in IEMs and 1:1
- Feedback this data to staff
- Collect and disseminate examples of best 1:1 practice to students and learning advisors

ANNUAL AIM 5: DEVELOP AN L2L CURRICULUM TO ENCOMPASS WHAT WE WANT STUDENTS TO LEARNING FROM THE L2L TIME

2020 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.

ACTIONS TO ACHIEVE AIM

- Identify the key knowledge, skills and capabilities students need to successfully lead their learning through research, PLD and surveying staff and students.
- Work with the Community Leaders to begin to develop and L2L curriculum outlining the desired knowledge, skills and capabilities.
- Begin implementing the L2L curriculum as a trial with some communities
- Refine and review with a view to rolling out more widely in 2021

2021 ANALYSIS

As a new staff member, my immediate priority on starting at Ao Tawhiti was to explore the school's special character and ensure that I had a strong understanding of this to inform my work. The L2L part of the school's timetable was integral to the special character which states that students will be central in leading their learning. Early in the year I surveyed staff about their understanding of L2L, what it involved, what was working and how they thought it could be improved. The results of this survey indicated that staff had high levels of agreement about the importance of L2L and about what it should involve. Staff were also able to identify many and varied examples of opportunities provided for students to lead their own learning, but fewer examples of when and how students were *learning to lead* and how they were being supported to build their capacity as leaders of their own learning. This question of what, when and how students learn about how to lead their learning has informed much of my work across the year.

Conversations with the Y1-6 staff revealed that L2L was happening in different ways in that part of the school. Friday was not running as a whole L2L day. Rather, the learning

advisors were aiming to embed it across the week. The decision was made to focus on what was happening at Years 7-13 in the first instance, as this represented a significant change for students and staff.

The COVID-19 lockdown was a serious disruption to the project, but it also provided opportunities and impetus. During the lockdown, I worked collaboratively with the Community Leaders to create the L2L website. The purpose of this website was to collate in one online location a whole raft of resources to support students with various aspects of leading their learning. The website will be an ongoing project and is intended to grow and adapt to suit emerging needs.

On our return to face-to-face schooling we brought in an outside facilitator to run a PLD session on problem- and project-based learning with Community Leaders and other interested staff. There was agreement from those who attended that this type of learning resonates strongly with our special character and that we would like to better support it within our kura. A number of the ideas shared in the session were picked up by some of the CLs and incorporated into the L2L programmes, such as the focus on the 21st century skills of collaboration, creativity, communication and critical thinking. This work formed the beginning of the development of what at the time we were calling the L2L curriculum.

In June Year 7-13 students were surveyed about the L2L time in their week. Their responses were varied in terms of what they valued about this time and what they would like to see included. Passions-based and project-based learning were common themes with a focus on NCEA featuring in some of the responses from Y11-13 students.

A challenge identified by Y7-13 staff and students related to the community-based structure of the L2L time. L2L was led by Community Leaders working with their community Learning Advisors and students. As such it had to cater to the wide range of ages and interests in each community. We were finding that increasing numbers of senior students were opting for off site learning on Fridays and choosing not to engage in the L2L programme.

In response to all of this, and in consultation with Community Leaders and teaching staff, two key structural changes have been made for 2021. More Homebase time has been built into the timetable. In 2020, 1:1 meetings sat outside of Homebase time, and only half an hour a week was dedicated to Homebase in the timetable. There was a strong feeling among staff that Homebase, with its small student numbers and strong learning relationships between Homebase Learning Advisors and students, was the ideal place in the week to invest more time in supporting students to lead their learning. In 2021, Homebase constitutes six hours across the weekly timetable, which includes four hours for the 1:1 meetings.

The other key structural change was to remove 'L2L' and create Friday Hapori. Across the school, students have opted in to one of 7 interest-based Hapori. Staff were allocated to the Hapori based on their own interests and strengths. From 11:20 on Friday mornings, students spend the rest of the day in their Hapori. These interest-based groups allow for students to connect with like-minded students and learning advisors,

to pursue their own learning goals. There is scope for students to engage in problem- and project-based learning, attend workshops, participate in educational experiences outside the classroom, and undertake self-directed learning. Staff-student ratios allow for less independent learners to be supported to become more successful at leading their own learning.

Work continued on the L2L curriculum, which has been renamed the Homebase curriculum. It is organised around four broad areas: knowledge, skills, character and metacognition. It provides a broad framework to guide Homebase Learning Advisors as they plan their Homebase programmes. This is supported by the Homebase Kete, an online repository for Homebase resources.

2021 NEXT STEPS

Learning Advisors and Community Leaders will need ongoing support, resourcing and professional learning for these changes to be successful this year. Ongoing review of the changes will help to identify areas where staff need support. Also important is to work on how we will share with and report to students and families on the learning that is happening through Hapori and Homebase.

ANNUAL AIM 6: IDENTIFY WHAT STUDENTS LEADING THEIR LEARNING LOOKS LIKE IN 1:1s, IEMs, CLASSES AND SDL

2020 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 its 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.

2020 ACTIONS TO ACHIEVE AIM

- Gather student voice on what leadership of learning looks like in 1:1s, IEMs, classes and SDL

- Gather teacher voice on what leadership of learning looks like in 1:1s, IEMs, classes and SDL

- Consult research literature

- Identify LA practices that support students to lead their learning in different contexts

- Identify skills, knowledge and capabilities for students which can be added to the L2L curriculum

2021 ANALYSIS

Not every action on the above action plan was completed in 2020. As a way to support staff on our return to school post lockdown, SLT decided to reduce the number of staff meetings after school. This removed the meetings where some of this work would have taken place. Staff voice was gathered in Term 1 on what successful leadership of learning looks like in IEMs, 1:1s, SDL and L2L at different year level groups across the school. At the time, it was intended that this data would inform development of descriptions or success criteria for successful leaders of learning at different year levels and in different contexts within the school. This work can be picked up in 2021.

When Y7-13 students were surveyed in June, they were asked what they thought successful leadership of learning looked like. Answers to this question suggested that many students do not have a clear idea of what they could be striving towards as directors of their own learning. Developing rubrics, success criteria or learning outcomes will help to make this more explicit for students. This will be part of ongoing work on reporting in 2021.

As explained above, work on the L2L curriculum continued across the year, in collaboration with Community Leaders. It was renamed the Homebase Curriculum and has been introduced in 2021.

2021 NEXT STEPS

The focus on reporting already mentioned above will help to set directions for this area of work.

ANNUAL AIM 7: THROUGH COLLABORATION AND CONSULTATION, IDENTIFY THE QUALITY ‘LEARNING BEHAVIOURS’ AND ‘SOCIAL BEHAVIOURS’ THAT ARE EXPECTED AT AO TAWHITI. SUPPORT COMMUNITY MEMBERS TO DEVELOP AN UNDERSTANDING OF THE EXPECTATIONS AND LIVE THESE OUT THROUGH THEIR DAILY INTERACTIONS AND DECISIONS.

2020 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.

2020 ACTIONS TO BE TAKEN

Identify through consultation, the expected behaviours for students ‘inside and outside of class’. This is our current ‘Learning and Social Behaviours’ framework until revised through the year.

Create a clear and achievable system for staff to manage any poor behaviour
Clarify the Core Values, and the indicators, across the school

2021 ANALYSIS

While working through the consultation period it became apparent that the sorts of Learning and Social Behaviours that we were interested in supporting students to make good decisions around already sat within our school’s Special Character and Core Values. This prompted a change to the naming of the framework we were creating. We are now using “Living within our Special Character and Core Values” as the title. Throughout the collaboration period there was a clear sense of understanding for students, staff and parents of what our Core Values are and how they relate to the sorts of behaviours we wanted to see occurring “inside” and “outside” of class. Each student has been exposed to this framework now and we have asked all students in both 2020 and 2021 to sign the agreement that has fallen out of the framework. Staff

have continued to reinforce the Core Values through Homebase and along with this the “Living within our Special Character and Core Values” framework.

We have the Core Values and Indicators prominently displayed around the building as posters. We will need to rework these posters in 2021 as the Board of Trustees made the decision to rename each of the Values with their Te Reo Maori translation.

Supporting the “Living within our Special Character and Core Values” framework there is now a clear system for staff to manage behaviour. While this system currently feels like it relies heavily on Senior Leadership to manage and encourage, the system itself is manageable and gives clarity to students and staff. One of the issues that has become apparent is the variety of ways that staff implement the system. Their implementation is based on their personal beliefs around expectations, freedom and trust. In our Special Character school this has always been an issue, this relates to every area of the school not just behaviour. As a staff we have had conversations around how inconsistencies in implementation creates confusion for students and makes it difficult for colleagues who want to hold students to account for their poor behaviours.

2021 NEXT STEPS

- Consult and collaborate with the community to identify the indicators of our Special Character’s Guiding Principles.
- 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”.

ANNUAL AIM 8: THROUGH THE UNDERSTANDING OF OUR AO TAWHITI ‘LEARNING AND SOCIAL BEHAVIOURS’ FRAMEWORK, REDUCE THE FREQUENCY, SEVERITY AND IMPACT OF POOR CHOICES AND NEGATIVE BEHAVIOURS. HENCE, CREATING A POSITIVE LEARNING ENVIRONMENT FOR ALL COMMUNITY MEMBERS TO FEEL VALUED AND SAFE.

2020 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.

2020 ACTIONS TO BE TAKEN

Create and implement the 2020 'Learning and Social Behaviours' framework across students.

Create a register of student incidents from KAMAR to refer to.

Create visual tracker of behavioural incidents and plans/outcomes

Termly check with CLs to see that ABLE data discussions are occurring and Behavioural concerns are flagged, discussed and plans created at the appropriate level.

Termly consultation to see that the LA Behavioural system is working. Altered based on feedback.

5 weekly check of Behaviour Register to track the students who are flagging.

Communication with staff around termly behaviour data.

Visits to local schools to investigate Behaviour / Support systems

Investigate alternative pathways to support students who are not fitting in the current Ao Tawhiti programme.

Develop pathway options for students to be able to find an alternative.

Yearly summary of data and progress.

2021 ANALYSIS

As mentioned in the previous aim, the Behaviour Framework was developed and implemented across 2020. Falling out of staff using the framework and the behaviour system there was a slight increase in the volume of incidents recorded in KAMAR across the year, however relevant to the role increase the volume increase is insignificant. The KAMAR incidents were tracked weekly by the Senior Leader responsible for Behaviour. A register of individual student behaviour was created and shared with all members of staff so that they had a clear and obvious record of the behaviours that were potentially occurring in their homebases. This was available in both digital and non digital form with a visual tracker available in the office area.

The tracking of individual incidents gave the Senior Leader responsible for Behaviour a clear picture of the types of behaviours that were occurring and who was needing support to live within our Special Character and Core Values.

All Community Leaders led fortnightly discussions with their team of staff. One of the key conversations was around any students flagging in the data with behaviour issues. Discussions around. These discussions were then shared with the Senior Leader responsible for behaviour, with conversations around next steps for these students.

Formal consequence data**2018**

Stand Downs - 15

Suspensions - 13

Exclusions - 4

2019

Stand Downs - 8

Suspensions - 11

Exclusions - 2

2020

Stand Downs - 18

Suspensions - 7

Exclusions - 3

Looking at the data above we see that the number of suspensions in 2020 has reduced significantly since 2019, however there has been a dramatic increase in Stand Downs. Students are receiving greater clarity from the staff around expectations inside and outside of class, they are being held to account when stepping outside these expectations and in response to this stand downs have increased. The positive outcome of this is the reduction in suspensions as students are taking more responsibility for their behaviour.

2021 NEXT STEPS

- Visits to local schools to investigate Behaviour / Support systems.
- Investigate alternative pathways to support students who are not fitting in the current Ao Tawhiti programme.
- Develop pathway options for students to be able to find an alternative.