



UNLIMITED DISCOVERY



CHARTER
2022 - 2024

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School Description

Ao Tawhiti Unlimited Discovery was established on 27 January 2014 under section 156(a) of the Education Act 1989. It was established as a state school with special character designation, as a result of the merger of Discovery 1 and Unlimited Paenga Tawhiti.

2001	Discovery 1 School opens
2003	Unlimited Paenga Tawhiti opens
2011	Both schools lose their buildings in the Christchurch earthquakes
2014	Schools merge to form Ao Tawhiti Unlimited Discovery operating from two locations under a designated special character status
2019	Ao Tawhiti relocates to a purpose-built site in the centre of Christchurch

The school is located in the centre of Christchurch as a vital part of the school's special character is its connection to the central city. We have a strong belief that this location allows us to provide learning opportunities that are not easily available to students at other schools.

The school has 166 Year 1-6 students and 507 Year 7 – 13 students.

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 anyplace, 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

Ao Tawhiti Unlimited Discovery provides 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 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 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.

- We actively participate as community members
- We support others to feel a sense of belonging and ownership of our school
- We choose to place the needs of the group above our individual needs

Belonging

Sharing

Relating

Whakaute

Ao Tawhiti Unlimited Discovery commits to honouring the individual while celebrating our diversity. We respect each ourselves and each other as we aspire to build an empowering learning community.

- We act with care and consideration of others feelings, their learning, their property and the environment
- We listen to others, their points of view, their feelings and their opinions
- We empower others to make their own choices, have their own beliefs and chase their own dreams

Honour

Diversity

Empowerment



Kaha

Ao Tawhiti Unlimited Discovery encourages and 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.

- We persevere to take our learning further even when facing challenges
- We work hard to produce quality outcomes in all of our learning opportunities
- We display courage when trying new things
- We aspire to achieve the things we dream

Powerful learning

Risk taking

Courage

Tiakitanga

Building your own learning path requires that Ao Tawhiti Unlimited Discovery learners 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.

- We follow through with our agreements, commitments and goals
- We make choices that inspire confidence in us
- We role-model the values of our school

Commitment

Integrity

Trust

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.

- We appreciate and show empathy for each other
- We celebrate the achievements, the uniqueness and passions of ourselves and others
- We nurture our own and other well-being

Celebrate uniqueness

Unity

Compassion

Our commitment to Tiriti o Waitangi

Ao Tawhiti Unlimited Discovery acknowledges 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 living document that protects Māori learners' rights to attain true tangata. whanaungatanga through culturally sustainable practice that values Te Ao Māori and Te reo Māori as 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 will:

- Grow our knowledge and our understanding of Te Ao Māori in order to develop and maintain a school culture where tikanga Māori and reo Māori is woven through all we do.
- Support all our learners to participate competently and confidently in both the Māori world and the non-Māori world so they 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 reo Māori.
- Develop capacity within staff in order to develop leadership skills that promote learning opportunities for our students within Te Ao Māori. Mentoring students and working with whānau to develop strong and relevant learning opportunities and outcomes.

Engagement

Student Engagement

Students, learning advisors and whānau collaboratively plan and design students' learning around their strengths, passions, interests and needs. There are regular individual meetings (IEMs) between students, whānau and learning advisors to 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.



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

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 learners, kaimahi 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
- that is in hot demand by learners from a wide geographical area
- that educates other educators locally and globally.

Ao Tawhiti Unlimited Discovery Strategic Plan 2022 – 2024

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 anyplace, thanks to the rich involvement of whānau and community.

Kaimahi	Hapori	Ākonga
Teaching for Learning	Relationships for Learning	Leading for Learning
To support learners to achieve their goals	To maintain a sense of community	To develop a culture where learners take responsibility for their learning
Successful learners at Ao Tawhiti are supported to identify their passions and interests	Whānau and Hapori are supported to actively participate in the education of learners at Ao Tawhiti	Successful learners can articulate the values of our kura and use them to guide their choices
Successful learners at Ao Tawhiti are supported to have the skills to effectively direct their own learning	Whānau and Hapori are supported to develop a deeper understanding of our unique place	Successful learners value all learning opportunities and this is reflected in consistent attendance
Successful learners at Ao Tawhiti are empowered to achieve their learning goals	Whānau and Hapori recognise that they are a taonga within our kura	Successful learners deliberately choose to engage in the widest range of learning opportunities



Ao Tawhiti Unlimited Discovery Annual Plan 2022

KAIMAHI Teaching for Learning

Whāinga Tahi: To develop self-directed learning frameworks that provide opportunities for all learners to achieve success with their learning goals.

Context: Our school exists to support students to gain access to individual education programmes through the opportunity to be self-directive with learning. This is the point of difference for our ākonga and whānau. Every family has the option to attend their local kura but instead choose to come to Ao Tawhiti therefore it is important that we provide the frameworks and support necessary to students to be able to effectively direct their own learning. We have a responsibility to empower our learners and whānau by teaching the capabilities needed to be successful learners. This means we provide the frameworks so ākonga know how to learn. We provide the language and support so they are able to articulate how they are learning and what they are aiming to achieve. We provide the reflective tools that enable students to evaluate their learning and develop relevant next steps that will support them to reach their learning goals.

Targets:

- The drafting of age specific frameworks that ākonga, whānau and kaimahi use to support effective self-directed learning
- Increase in engagement for our senior students to less than 15% disengagement

Raraunga:

We have an initial framework below. We are aiming to develop age specific frameworks that work alongside the initial reporting system below.

Directed	Supported	Autonomous
Cannot stay focused unsupervised.	Needs occasional redirecting.	Stays on task without support.
Isn't invested in working on something passion/interest-based.	Has passions/interests but needs help to see how they can become projects.	Is driven by passions/interests and identifies the elements of these.
Cannot create reasonable goals unassisted.	Can come up with ideas but need help to turn them into fully-formed goals.	Can set appropriate goals unassisted.
Cannot set plans to work towards goals.	Can see a path to completing the goal but needs help working out the details, often completes goals.	Can plan out a series of steps towards completing the goal and complete them.
Can't reliably reflect on previous work/SDL sessions.	Can reflect on successful tasks but sometimes struggles to see what they could've done better.	Can reliably reflect on the previous week's work and knows where time was well or ill-spent.
Does not manage time well and rarely shares evidence.	Is growing the skills of time management and often uses them and often shows evidence of learning.	Manages time consistently and competently and always has evidence to share.
Takes no responsibility for learning.	Is regularly taking responsibility for their learning and is progressing because of this.	Always takes responsibility for their learning.

ABLE data is a measurement of how effectively our learners are managing their own learning. Engagement in learning is measured by the Home Base Learning Advisor weekly, and disengagement is noted so that support can be provided for students.

Year Level	2019 % disengagement	2020 % disengagement	2021 % disengagement
1	0	6	6
2	17	12	27
3	17	19	6
4	10	15	4
5	8	3	0
6	24	7	0
7	2	3	11
8	0	16	9
9	17	17	18
10	22	22	19
11	20	20	31
12	16	16	29
13	27	27	24

Tukanga:

- We have Dr Julia Atkin facilitating professional learning with the whole staff. The focus of this professional learning is to develop effective pedagogy to best support students to be successful in self-directed learning.



- We are supporting Community Leaders to upskill and lead their Home Base Learning Advisors to develop effective pedagogy around self-directed learning.
- We will use the collaborative thinking provided through the community consultation in 2021. This collaborative thinking was focused on unpacking the principles of our Special Character with a focus on self-directed learning. This collaborative community voice will help inform the whole staff professional learning.
- We will use the reporting system established in 2021 to identify students who are struggling to engage, or achieve success with self-directed learning. We will then put support in for identified students. This support will be informed by the professional learning done throughout the year.



HAPORI Relationships for Learning

Whāinga Rua: To strengthen our relational IEMs and 1:1s, so the conversations support the development of effective self-directed and individual learning programs.

Context: At the core of all learning at Ao Tawhiti Unlimited Discovery is the IEM and 1:1 conversations that happen on a regular basis. The school resources these meetings with time that is timetabled into Home Base Learning Advisors timetables. We also purposely limit the number of ākonga in Home Bases to ensure that every ākonga has one 1:1 per week and one IEM per term. This resourcing emphasises the importance of this relational practice within our kura. In 2021 we engaged in community consultation and upskilling of staff to develop and strengthen the relational aspect of these conversations. We began to look at how to make the conversations more robust in terms of discussing learning outcomes and achievement. We are looking to continue this mahi in 2022 as it is fundamental in supporting students to develop effective and supported self-directed and individualised learning programs.

Targets:

- All Home Base Learning Advisors are confident to incorporate scaffolded, self-directed learning plans in the 1:1s and IEMs
- All ākonga and whānau are confident to articulate their self-directed learning plans, including the steps that they are undertaking to achieve their learning goal.

Raraunga:

Why do we have IEMs/ 1-1s?	What are the positives about IEMs/ 1:1's?	What are the challenges about IEMs/ 1:1's?	What would you change about them?	What do you think makes a great IEM/ 1:1?
Relationships x 7	Relationships x 10	Not enough time x 5	LMS x 3	Student input into education x 4
To set and reflect upon goals x 4	To help me (students) x 4	Not valued x 2	More consistency across LAs x 2	Celebrate successes x 3
<u>So</u> LAs can help students x 3	To set goals x 3	Remembering to go & what was said	Make it easier to see progress over a term x 2	Set challenging goals x 3
Tracking/ accountability x 2	IEM day is a day off! X 2	Stopping what I'm doing to attend a 1-1	The time of the 1-1 x 2	I can change my goals if I want x 2
<u>So</u> I have stuff to do x 2	Confidential	Awkward if there is nothing to discuss	More time	Conversation x 2
A 'bridge' between learning that has been and learning that is to come	Learning how to cater to <u>students</u> passions, interests, needs	Lack of subject LA feedback		They're fun, time with LA
	Accountability			Relationships
	Opportunity to talk about difficulties			Presence of parents
				When IEMs/ 1-1s are positive and enthusiastic
				1-1s are valued by LAs

Whānau voice	Think about the most recent IEM you attended. What did you like?	If you have attended other IEMs, how did the most recent one compare?	What would you like more of?	How useful are the IEMs in knowing what your child does at school?	How helpful are the IEMs in building a relationship with HBLAs?
177 responses	Relationships x 130	There was not much here - people were mostly polite and whilst it was acknowledged that some IEMs between different LAs are different, there was little feedback around comparisons	Lots here however...Various requests for more & more timely info about classes/ SDL/ kids with SLDs/ how HB will run/ how the timetable works/ explanation of levels/ NCEA/ options for Y13 and beyond/ cross-curricular opportunities x 27	5 = 94	5 = 120
Parents new to Ao Tawhiti x 55	Informal & informative x 38	Parents would like more consistency across LAs	Time to prepare before the IEM, ie LAs not making requests the night before x 9	4 = 48	4 = 31
Parents with some experience of Ao Tawhiti x 66	Right amount of time x 9		More time for the appointments, or evening appointments x 9	3 = 12	3 = 10
Parents with lots of experience at Ao Tawhiti x 50	Needs/ goals - focussed x 11		Access to subject LAs x 6	2 = 10	2 = 1
	Positive, relaxed		Feedback throughout	1 = 1	1 = 1

	professional LAs x 13		the term x 6		
	That we have IEMs x 4		Appointment times being stuck to x 4		

2 people commented on the following:

- Students to be asked about wellbeing etc and not sole focus on academic goals
- For a staff profile board/ map
- Examples of past SDL projects for inspiration
- Detailed regular feedback
- Praise for the easy booking system

1 person commented on the following:

- Regular communication
- No paper ✓
- More information about our jargon
- More student voice
- A cultural focus
- Consultation with how the school is run
- Reflection on last year during the IEM
- More choice of classes
- Time without the student present
- Some LAs seem disinterested/ disconnected
- The importance of IEMs
- A desire for social occasions
- More information before the IEM

Is there anything else you'd like to add?

- There was some frustration about students picking classes which they were then asked to leave because they were too full - processes around this, and maybe picking a second option in case of this arising again
- Appreciation that plans are made during the IEM but things change
- Many parents commented on how much they appreciate the IEM, and expressed gratitude for us having them
- Relationships are key

Tukanga:

- We have Dr Julia Atkin facilitating professional learning with the whole staff. The focus of this professional learning is to develop effective pedagogy to best support students to be successful in self-directed learning. This will involve how to use 1:1s and IEMS as tools to support effective self-directed learning.
- We are supporting Community Leaders to upskill and lead their Home Base Learning Advisors to develop effective pedagogy around self-directed learning.
- We will develop frameworks that will support Home Base Learning Advisors to structure effective 1:1 and IEM conversations that support whānau and ākonga to articulate and record their learning plans and progress with these learning plans.



ĀKONGA Leading for Learning

Whāinga Toru: To raise attendance across the whole school

Context: Our school is sitting below the average attendance for students in New Zealand. There are a number of factors that impact our attendance. The first is that we have a number of students who engage in off-site learning and staff aren't always accurately recording this. The second factor is that we attract a large number of students who struggle with mental health. This means that students' anxiety and other health factors negatively impact on their ability to sustain full-time education. A third factor is that our school attracts students who have disengaged from traditional education. They come to Ao Tawhiti with habitual disengagement and it can take time and effort to reverse this ingrained behaviour. Our staff work hard to establish strong relational practice and support students with a variety of flexible practices. We now need to ensure that this relational practice and flexible practice results in greater engagement in learning as evidenced by our attendance statistics.

Targets:

- To have 85% of our ākonga at 80%, or above in attendance rates for 2022

Raraunga:

2021	Ao Tawhiti	New Zealand
➤ 90%	28.2%	59.70%
➤ 80%	63.0%	83.80%
➤ 70%	76.7%	92.30%
< 70%	23.3%	7.70%

Tukanga:

- We will do a whole school focus on improving attendance by talking through weekly attendance with students in 1:1s. This will also enable accurate record keeping as students will show evidence of their off-site learning on a weekly basis, which means staff will be able to update attendance.
- We will continue to engage with whānau so they have a clear understanding of their child's attendance. This will be done at termly IEMs as Home Base Learning Advisors will be asked to share attendance with students who are deemed at risk of low attendance, as well as communication home for students who struggle with attendance.
- We are resourcing a staff member to analyse attendance data and liaise with Home Base Learning Advisors and whānau, so at risk students are readily identified and the school can work with families and external agencies to better support students.
- We will engage in greater liaising with external agencies, such as Te Ora Hou Ōtautahi and the newly appointed Kāhui Ako social worker, so at risk families and students are getting support external to the school – as there are often factors external to school that can cause an impediment to students' attendance.



Analysis of Variance 2021

STRATEGIC GOAL: Teaching for Learning

To support students in achieving their learning goals

Whāinga: 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 want all students to be fully engaged in their learning and begin to have the skills to lead their own learning, and maybe even each 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.

Targets

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

To lessen the disengagement of year eleven students to less than 20%

To lessen the disengagement of year thirteen students to less than 20%

Raraunga

Year Level	2018 % disengagement	2019 % disengagement	2020 % disengagement
1	11	0	6
2	5	17	12
3	11	17	19
4	8	10	15
5	13	8	3
6	18	24	7
7	0	2	3
8	18	0	16
9	27	17	18
10	23	22	22
11	20	20	27
12	24	16	18
13	22	27	27

Tukanga

We employed a coordinator to work with students to mentor students in successful self-directed learning.

We had a small professional learning group facilitated by a staff member, who has management units to lead self-directed learning within the school. The aim of this group was to explore skills and capabilities that enable effective self-directed learning.

We developed a traffic light system that allowed Home Base Learning Advisors to report against their students' ability to effectively self-direct their own learning. This was developed using 'student speak' so Learning Advisors could discuss this with their students. Students were hearing consistent language to describe self-directed learning across all discussions with staff. Students could measure themselves against this criteria and staff would also report against this criteria. It supported early identification of students who were struggling to engage at school.

Directed	Supported	Autonomous
Cannot stay focused unsupervised.	Needs occasional redirecting.	Stays on task without support.
Isn't invested in working on something passion/interest-based.	Has passions/interests but needs help to see how they can become projects.	Is driven by passions/interests and identifies the elements of these.
Cannot create reasonable goals unassisted.	Can come up with ideas but need help to turn them into fully-formed goals.	Can set appropriate goals unassisted.
Cannot set plans to work towards goals.	Can see a path to completing the goal but needs help working out the details, often completes goals.	Can plan out a series of steps towards completing the goal and complete them.
Can't reliably reflect on previous work/SDL sessions.	Can reflect on successful tasks but sometimes struggles to see what they could've done better.	Can reliably reflect on the previous week's work and knows where time was well or ill-spent.
Does not manage time well and rarely shares evidence.	Is growing the skills of time management and often uses them and often shows evidence of learning.	Manages time consistently and competently and always has evidence to share.
Takes no responsibility for learning.	Is regularly taking responsibility for their learning and is progressing because of this.	Always takes responsibility for their learning.

Putanga

Year Level	2021 % disengagement
1	6

2	27
3	6
4	4
5	0
6	0
7	11
8	9
9	18
10	19
11	31
12	29
13	24

Pūnga

We were successful in reaching our target for Year 4 students.

We weren't successful with the older students. This is particularly frustrating as effective self-directed learning is a great tool to support continuity of learning during the lockdowns and disruptions caused by Covid. A number of our older students struggled to find value in self-directed learning, unless directly linked to NCEA credits. A number of our older students also struggled to engage with independent academic learning, instead they are increasingly indicating interest in vocational courses and programs.

Our staff member who has management units for supporting effective self-directed learning worked with the middle leaders to gain insights into what was and wasn't working with self-directed learning and student engagement. A summary of the key findings is below.

- *Effective mentoring made a clear difference in student engagement. Learning Advisors who had been historically mentored in SDL were working more effectively with their students.*
- *Key attributes that helped student engagement and effective self-directed learning were passion projects that were worked on collaboratively with students mentoring each other and Learning Advisors being actively involved in the passion project process, enthusiastic Learning Advisors.*
- *Well-designed goal setting done within regular 1:1 conversations was effective.*
- *In the junior communities parental support is a strong indicator of success with self-directed learning.*
- *There is a lack of consensus across staff as to what effective self-directed learning is and this needs to be addressed.*
- *Lack of skill banks to scaffold and support the development of self-directed learning.*
- *Lack of material resourcing to support the development of self-directed learning.*

Arotakenga

One of our strategic goals for 2022 is a focus on Teaching for Learning - supporting students to achieve their goals. This will enable a school-wide focus on supporting students to become effective self-directed learners. We are working with an external facilitator who has done a lot of work and research into effective self-directed learning. She will work with the whole staff in a professional learning program so we have consensus around what effective self-directed learning is within our school. We will also have consensus around pedagogical practices that can support student success.

We have also resourced middle leaders to be able to take a more active role in upskilling Learning Advisors in their communities around the pedagogy of self-directed learning. We have done this by employing a Kaitiaki. The Kaitiaki's role is to work with students with complex needs, as this will free up time for Community Leaders to support their staff.

We have moved the Years 7 - 8 students into their own communities, separating them away from the older students for self-directed learning and Home Base. The rationale for this is to enable them to have time and space to learn age appropriate skills and capabilities needed to be effective self-directed learners. This also means they have the time to do some focused numeracy and literacy development, as being literate and numerate also enables students to have more independence with their learning.

STRATEGIC GOAL: Teaching for Learning

To support students in achieving their learning goals

Whāinga: To examine current NCEA assessment practice

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 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 2022 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.

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%

Raraunga

Year Group	2018 %	2019 %	2020 %
Yr 11 achieving Level 1	18.5	40.4	30.8
Year 12 achieving Level 2	45	21.2	43.8
Year 13 achieving	37.9	48	33.3

Level 3			
Year 13 achieving UE	29.3	38	31
School leavers gaining at least Level 2 NCEA	65.5	60.7	61.5

Tukanga

Teacher Only Days and reviewing NCEA as part of the review of NCEA.

The Accord Teacher Only Days through 2021 provided an opportunity to reflect on and review NCEA within our kura. We have to negotiate a tension between supporting students to meet their NCEA goals while remaining true to our special character by providing student centred learning programmes where students have agency and autonomy.

We have identified some systems we can strengthen to support students to navigate their NCEA pathway. All NCEA courses now require a course outline which is available to students via the LMS. This must include the assessment plan so that HBLA, students and whānau have access to the information they need to construct an individual NCEA assessment plan. HBLAs have shared templates which students can use to map their assessment plans.

Another focus of the TODs was to explore standards which align with the kaupapa of Homebase and consider how these can be naturally embedded in the programme. In 2021 some students were able to work towards Social Studies, English and Core Generic standards through their Homebase programmes. These opportunities will be more widely encouraged during 2022.

An initiative introduced in 2021 to support NCEA students was NCEA workshops on Fridays. This was to cater to senior students opting out of Hapori to use Friday afternoons as study time. Workshops were offered in a range of subjects across Terms 3 and 4. They attracted small numbers of students and provided a valuable opportunity to supplement the colour block learning programmes.

Putanga

Year Group	2021 %
Year 11 achieving Level 1	25.8

Year 12 achieving Level 2	42.4
Year 13 achieving Level 3	44.2
Year 13 achieving UE	23.1
School leavers gaining at least Level 2 NCEA	62

Pūnga

We achieved our first target of increasing our rates of Year 13 students achieving Level 3, however we didn't achieve our target of 85% of school leavers gaining at least NCEA Level 2. We only increased this by 0.5% for 2022.

The reason for this variance is that a number of our senior students left school throughout the school year. This was due to a number of factors including poor attendance and engagement, struggles with health (mental and physical), full-time employment, transition to apprenticeships and tertiary courses at Polytechs and Ara. A number of students chose not to return to school, or struggled to return to school after the lockdown.

Our Special Character status of individualised learning programs also means that students have to be purposeful in designing assessment programs that enable them to gain their NCEA qualifications. There can sometimes be a tension between choosing passion projects and choosing subjects to gain a certain number of credits. Students and whānau are empowered to make those choices themselves with guidance, but not direction from the school. This can result in students with fewer NCEA credits, but a stronger skill set in the skills and competencies identified in the New Zealand curriculum.

Arotakenga

We will continue to upskill and support Home Base Learning Advisors to have rigorous and regular discussions that support effective decision making for students who are aiming to gain an NCEA qualification. We will do this by upskilling staff in using the frameworks to record discussions and goal setting on the Learning Management System.

Home Base Learning Advisors will continue to work collaboratively and collegially to award credits against the naturally occurring evidence that can be found in the passion projects and other activities completed in Home Base learning time. This will build on the start in 2021 with Social Studies achievement standards and Core Generic unit standards.

External providers will be brought into the school to assess against standards that aren't offered in our timetable. This includes Gateway, Young Enterprise Scheme and subject specialists, such as Technology.

Staff will be supported with time and resources to undertake professional learning to best prepare for the upcoming changes in NCEA.

We will continue the Friday workshops to support students in gaining their qualification.

We will reach out to alumni to share stories about how they used the flexibility of the Special Character to support success in NCEA. We will also ask alumni to mentor our NCEA students.

Most of our NCEA courses have been geared towards university entrance pathways and this has meant students with other goals have not been as well-served by our courses. We will introduce a number of NCEA courses this year which are more tailored to the needs and interests of these students, including careers and tourism. We have also created flexible courses students can access to gain numeracy credits.

STRATEGIC GOAL: Relationships for Learning

To maintain our sense of community

Whāinga: Embed a rugged system for relational IEMs and 1:1s with ākonga, staff and whānau which reflects our Special Character and results 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 whānau 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 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 Board 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 to further professional learning and development. There is a strong desire from both students and leadership for these meetings to be more consistent.

Raraunga

[Whānau and Ākonga voice](#) breakdown

2 forms were sent post the initial IEM of the year, one to ākonga and LAs, the other to parents.

Tukanga

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

Putanga

177 responses were received for the whānau form. Relationships between parents, ākonga and kaiako are key for the success of the IEMs. Most whānau value the IEMs, and there were various requests for further information around a range of areas.

Pūnga

- There appear to be some differences in how Learning Advisors approach the IEM process.
- Parents feel they need more information and time to prepare for the IEM.
- There is a desire for whānau to have access to subject Learning Advisors.
- Parents also requested feedback throughout the term.

Arotakenga

Despite a checklist of items to address during the IEMs, there appear to be differences between how some LAs run IEMs. After a Professional Learning Group ran an inquiry into the importance of IEMs and 1-1s, we produced [this slideshow](#) which was presented to staff in 2021. We will share the findings of the 2 surveys with staff to support informed discussion around how to run a robust IEM.

Laura Borrowdale has carried out some vital work in her role as Across School's Lead for the Kāhui Ako by holding zoom conferences for new parents and posting information videos on the website. On the website is a document called [Parent Information](#), which debunks some of our jargon. Still more could be done here. We could create a checklist for parents to complete before they attend their IEM, and it would be great to run information evenings again on how to access the Learning Management System.

Having access to how learners are achieving and engaging in subjects is an ongoing issue. We have thought about asking subject Learning Advisors to complete a document similar to the ABLE data sheet Home Base Learning Advisors complete so everyone has an idea of student engagement and achievement but this needs follow up.

All IEMs and 1-1 discussions are put onto the LMS, so a request for more regular feedback from parents should be dealt with by looking at the Learning Management System. However, some parents do not know how to access their child's LMS and there are also differences in how Learning Advisors record conversations and achievement, so the usefulness of looking at posts on LMS is questionable. The Y7/8 community are trialling a portal called MyMahi and perhaps this could address some of these concerns?

STRATEGIC GOAL: Leading for Learning

To develop a culture where leading your learning is normal

Whāinga: Implement the Home Base curriculum and establish the Hapori to support SDL.

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.

Raraunga

The review of 'L2L' through 2020 led to two key changes for 2021, aimed at supporting students to lead their learning:

- Restructuring of Homebase. Increase in Homebase time from 30 minutes in 2020, to 6 hours in 2021.
- Introduction of Hapori. Where L2L had been structured around Communities, Hapori allows students to choose their Friday community based on their own passions and interests.

Tukanga

- Establish Hapori
- Implement Homebase curriculum
- Undertake a process of ongoing review of the changes
- Consider how learning in Hapori can be reported and shared with whānau

Putanga

Homebase

Homebase expanded to 6 hours and incorporated the weekly 1:1s and self-directed learning. Additional time could be spent on any number of LA or student-led activities such as outings and workshops. This change was made to offer a more supported environment for students' self-directed learning and to strengthen the connection between the HBLA and students' SDL. It was also intended to increase students' sense of belonging and help them build connections with other students.

The change has been well-received by students and staff. We are looking to build on this in 2022 by creating the Kaitiaki role. The Kaitiaki picks up some of the behaviour work that sat with the Community Leader, leaving the Community Leader more time to support Home Base Learning Advisors with approaches, pedagogies and activities for Homebase. PLD in 2022 will also support this.

Hapori

The Friday hapori was a new initiative in 2021, replacing L2L. Hapori is intended to be:

- A vehicle for passions-based, self-directed learning, in keeping with our school's special character.
- An opportunity to flip the curriculum focus from the subject-based AOs to the front end KCs, values and principles.
- Freedom to prioritise 21st century skills and competencies
- A place to support students to develop their capacity to self-direct
- An opportunity for deeper learning through robust project-based learning.

Two hapori were established for the Y1-6 students:

- Making and Creating
- Nature Play

Five hapori were established for the Y7-13 students:

- Spark (performing and writing arts)
- Tākaro (learning through games)
- Designing and creating
- Mahi Hapori (doing good for others)
- Manawanui (embracing challenge in the outdoors)

Students spent 3 hours on a Friday in their hapori engaging in teacher- and student-led workshops and projects. Feedback from students and staff was sought at various stages throughout the year as part of an ongoing review cycle.

Arotakenga

Y7-13 Student Hapori feedback

Students were surveyed mid year and a summary of the survey results can be seen here: <https://docs.google.com/presentation/d/1A3CvViDNgnTh7toYasfdjh15mp-8GRIRpcQvyFKZJSY/edit?usp=sharing>

Overall, the students were very positive about the initiative, in particular around:

- how much they enjoy hapori
- How much effort they put into it
- That it connects them with their passions

- That they get to be creative, innovative and take risks.

Student feedback tended more towards the neutral when asked if hapori was good for their sense of wellbeing and how much they thought they were learning in hapori.

Comments from students reinforced the overall positive experience most students were having in hapori. Students made some suggestions which we are looking into. Some wanted more options offered through the hapori and some requested NCEA credit opportunities. This is always a source of tension for us, trying to balance the NCEA pathway with other learning opportunities and connecting students with their passions. This comment from a Y13 student summed up what we're hoping to achieve through Hapori:

Hapori has enabled me to complete the project I've struggled to find time for since lockdown last year, and its freedom has enabled me to lead my learning with passion rather than a fear of failing NCEA which has been utterly liberating. (I think it beautifully captures the special character of our school and I would hate to see it go).

This comment, from a student who is tracking very well towards their NCEA goals, reflects what many of us would want for all of our students: for them to succeed in terms of NCEA, while not being limited by it and to still be able to pursue projects that are meaningful to them, even if they don't carry NCEA credits.

The Y1-6 students have also been very positive about hapori. Their feedback was captured in group discussions with learning advisors rather than via a survey. They were enthusiastic about hapori and offered useful suggestions for other opportunities they'd like to see it encompass. Their [feedback is collated in this document](#).

Staff feedback

The staff experience is mixed. It is fair to say that it is a much busier day for the Y1-6 staff than for the Y7-13, and the clean-up at the end of the day for some of the Y1-6 LAs can be quite a task. That said, there is a widely held sentiment among the Y1-6 staff that hapori is very much in keeping with the special character, offering passion-based learning experiences that extend beyond the four walls of the building.

This was a view shared by many of the Y7-13 staff, but there were also some questions and tensions identified. Some of the Y7-13 staff are uncertain about whether this type of learning is valuable for students, particularly the older ones. Some Y7-13 LAs clearly prefer working within their subject area, where they feel a sense of efficacy and enjoy feeling confident in their knowledge. As a school, we clearly need to consider how best to support staff to deliver the kind of passion-based and project-based learning that Hapori encourages.

We have a large number of students who have off-site learning plans on Fridays. It is unclear whether this reflects that our flexible approaches are working for students, and they are embracing being able to engage in different types of learning off site. Alternatively, it could be a sign that some don't see value in what is offered onsite on Fridays. When surveyed, many of these students were adamant that being able to use this day as an independent study day is exactly what they need. Others would prefer traditional classes. This is something we will continue to explore and monitor moving forward.

There is a need to make the learning experiences in hapori more visible to other students and to whānau. There is also a call to be more explicitly reporting on Hapori. Covid restrictions in 2021 made it difficult to open the school to large numbers of whānau for Celebrations of Learning. It is hoped this will change in 2022. In the meantime we are looking into digital modes of sharing learning by creating a hapori google site.

In 2022 we will increase the professional development around the Home Base curriculum. This will be closely aligned with the whole staff professional development around effective self-directed learning.

STRATEGIC GOAL: Behaviours for Learning

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

Whāinga: 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'

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, exclusions and expulsions. This decreased in 2020, however we still have the identified issue that our relatively rule free and student centred structures can create an inconsistent environment for students to learn and behave in.

Raraunga

Year	Standdowns	Suspensions	Exclusions	Expulsions
2018	15	13	1	3
2019	8	15	3	0
2020	18	7	1	2
2021	17	4	1	0

Behaviour Data

Year Level	2018 % behaviour (not measured in 2018)	2019 % behaviour	2020 % behaviour
1		0	14
2		14	8
3		22	13
4		7	4
5		0	10
6		8	0
7		0	3
8		0	5
9		5	7
10		12	3
11		3	15
12		7	14
13		4	5

Tukanga

Consult and collaborate with the community to identify the indicator of our Special Character's guiding principles

Continue to clarify the Core Values, and the indicators, across the school, home base and community

Putanga

Here is a summary of the collected community voice.

Students are at the centre of their learning.

I'm supported by my LAs and whanau to take control of my learning, follow my passions and achieve my goals.

I am accountable for all my learning, taking responsibility for the timing of when I do things, how I go about it, who I work with, where and when I do things and who I ask to help me.

I am open to new experiences, being curious, taking risks (Kaha) finding things that might inspire and engage me in my learning.

Achieving my goals means being personally reflective as well as asking for and receiving advice and feedback.

We all work together in a community of learners and I'm aware that my actions affect others. Whanaungatanga.

Learners are encouraged to be creative, innovative and take risks.

I understand that my learning is not just about the destination. Solving problems, playing with ideas, developing solutions, learning from failure and persevering through the challenges on the way are also important.

I am supported by my LAs, whanau and other students to have agency over my learning. This means I make my own decisions and choices about my learning, which may come from my passions and personal interests.

I feel confident and supported to think big, push boundaries and challenge myself and the status quo. I know failure is a signpost to something new to learn.

My education is not limited to what I experience in the classroom. I explore connections both within and outside of my school community. Anywhere or anytime.

Diverse and flexible individual pathways are supported.

I am encouraged to design my own learning with the support of the Ao Tawhiti community.

I will have agency which will include freedom to make my own choices around the how, what, why and when of my learning.

I will create a rich and meaningful program that could incorporate a variety of learning approaches including academic, vocational and creative, as well as including the competencies.

Learning is a partnership as everyone is a learner and everyone is a teacher

Students, Learning Advisors, Whānau and the wider community are all connected and engaged. We walk the path together with equal responsibility.

I understand that all voices are equal and respected for what they can bring to learning.

I am supported to push forward with my learning with agreed goals and facilitated conversations.

Putanga

Here are the statistics around behaviour in 2021.

Year	Stand down	Suspension	Exclusion	Expulsion
2021	17	4	1	0

Behaviour Data ABLE Data

Year Level	2021 %
1	22
2	13
3	0
4	5
5	0
6	7
7	7
8	7
9	7
10	5
11	12
12	6
13	12

Pūnga

Behaviour improved throughout the kura, with the exception of our Year One students. We worked closely with the Ministry of Education and other external agencies to improve our youngest students' abilities to be functional and safe within the school environment.

We had a strong uptake from our community as they participated in the consultation process around 'unpacking' our Special Character to better support students to be productive and positive members of our community.

Arotakenga

Behaviour issues for students stem from a variety of complex reasons and it is often difficult and time consuming to support students through issues and situations. We have employed a new Kaitiaki who is resourced with the time to support students and whānau through complex situations. She is also able to engage with a wide range of people who often support students with varying needs. This resource should help us to continue to have improved behaviour around the school.

We will continue to focus on promoting our core values. This promotion will be in the day to day running of the school, but also in any pastoral or disciplinary conversations we have with students and whānau.

We will use the community consultation to create posters in 'student speak' that will publicly reinforce practices that will enable students to be successful in our Special Character school.

We will continue to invest time into making it really clear to prospective students and families the qualities and characteristics of successful students within our Special Character. This will also mean that students don't come looking for learning that we can't offer or with unrealistic expectations of how they will be successful in our kura.

We will continue to support and resource the transition role that Laura Borrowdale has been doing to improve the transition into our school.

