



KAIAPOI
High School

Kaiapoi High School



**Annual Variance 2019
for the 2018 School Year**



KAIAPOI HIGH SCHOOL TARGETS AND REVIEW

Annual Target

Connect and progress the Kahui Ako

Objective:

To move the Kahui Ako forward after a year of stagnation through the appointment of a leader, across school teacher positions and confirmed achievement objectives.

Baseline data:
1. Kahui Ako leader resignation
2. No achievement objectives
3. No Kahui Ako AST positions created or advertised
4. No within school positions advertised

Actions:

1. Interview and appoint new Kahui Ako leader
2. Creation of achievement challenges with the leadership team
3. Create job descriptions and advertise ASTs
4. Create job descriptions and advertise WST's

Outcomes:	Outcome
1. Kahui Ako leader appointed	<i>Achieved</i>
2. Achievement objectives accepted by MOE	<i>Achieved</i>
3. ASTs appointed	<i>Achieved</i>
4. WSTs appointed	<i>Partial</i>

Review

At the beginning of the year, community of learning (COL) leadership turned into a problem at the 16 March leadership day at the Ministry of Education. Two Principals mentioned that they had decided to pull out of the joint leadership model, leaving Kaiapoi High School as the only school willing to lead. This is not acceptable as the Board did not want the Principal to fully lead the community with two days a week not in school. This was yet another stall to the progress of the COL.

By May, the COL had made some progress with the achievement challenges, and the one that impacted the high school the most would be the literacy focus from years 7-10. The other two targets are wellbeing and cultural responsiveness.

At the end of May, Roger Hornblow from Pegasus Primary School was selected as Lead Principal. Following this appointment, the COL progressed with the achievement challenges refined and then sent for approval. The other COL positions are being readied for advertising.

During August there was some debate within the COL. They wanted us to reduce our within school positions from 5 to 3. We were happy for this to happen if the positions were to be used for schools that do not have any within school roles (St Patrick's/Ouruhia/Tuahiwī), but we were not so happy using them to shift us from 4 across COL positions to 5. We have 4 targets and the fifth position was for a database manager. Our database manager offered to do this as part of her role but they did not want this to happen.

The COL wrote the Across School Teacher (AST) positions in September, interviews were in October and appointments in November. There were some issues around the appointment process and the school was less than impressed with the MOE appointed lead. We do not endorse this approach and it raises concerns as how this model will work with the possible hub system.

By the end of the year, we had the following COL targets accepted by the Ministry of Education:

Effectively addressing the learners' needs within the four focus areas will improve the learning outcomes in

- Reading, for Boys, Māori and Pasifika students Years 1-8.
- Writing for Boys, Māori and Pasifika students Years 1-10
- School wide
 - Schoolwide teaching and learning and
 - pro-social student culture.

We have four focus areas that will drive the across COL positions, they are:

- Inspiring our curriculum
- Supporting wellbeing
- Enhancing practices and responses
- Engaging through an inclusive culture

A fifth position has been created by collapsing the within school positions at Kaiapoi High School into a single WST. This will be appointed at the end of Term One 2019.

Annual Target

Connect and celebrate the successes of the school with wider community

Objective:

To appoint a Marketing Manager for the school that ensures not only regular and timely updates of successes of our school, but also to make sure that there is consistency of application and delivery

Baseline data:
1. No Marketing Manager
2. Irregular presence in the community
3. Inconsistent marketing theme

Actions:

1. Appoint a Marketing and Project Manager
2. Regular meetings with Marketing Manager
3. Increased presence in local media
4. Common theme created with all marketing media:
website, newsletters, communications, prospectus

Outcomes:	Outcome
1. Marketing manager appointed	<i>Achieved</i>
2. At least monthly presence in local media	<i>Achieved</i>
3. Set guidelines for all communication	<i>Partial</i>

Review

The Marketing and Project Manager was appointed, with the position having three key areas of responsibility:

1. School gymnasium and wellbeing centre
2. Marketing including newsletters, website and facebook
3. Community connection

In May the Marketing Manager travelled to China, in association with the Waimakariri District Council. It was a full schedule of appointments and meetings with the very highest representatives of local government. Whilst this had little impact on our international programme, it did strengthen our ties with the local Council.

Regular features occurred in local newspapers, which raised the profile of the school in the community and openly celebrated the many successes of the students and staff of Kaiapoi High School. These happened at least every two weeks and included articles in the Northern Outlook, Kaiapoi Advocate, North Canterbury News and The Press. The prospectus was updated and the school magazine completed.

In October the Brosnan team began construction of the gymnasium and the project is expected to take at least eight months. There were issues around the project management team and the Marketing Manager had to facilitate the improvement of the relationship. After a great deal of work, in combination with the Waimakariri Council, the School managed to secure funding from the RATA foundation, raising the total contribution from the community to \$1.3m. \$800,000 of this was not received by the school before balance date. \$300,000 from the RATA foundation will be used to equip the gymnasium with furniture and fittings.

Other key projects included the opening of the new teaching blocks, open night and the establishment of a student volunteer army.

At the end of the year our Marketing Manager resigned to spend more time with her family. A new Marketing Manager will be appointed in the new year.

Annual Target

Lift the profile of the growing Pasifika community

Objective:

With the Pasifika community on the increase at Kaiapoi High School, it was timely for the school to focus on lifting their profile and putting in place actions to make the community feel more connected to the school.

Baseline data:
1. 22 students were identified as Pasifika
2. No specific Pasifika strategy or groups

Actions:

1. Meet with Pasifika families to understand their needs and desires
2. Work with Head Boy (Pasifika) to lift profile
3. Use the current tracking system to provide support
4. Take advantage of opportunities beyond and within school for Pasifika students

Outcomes:	Outcome
1. Celebration and recognition of our Pasifika community	<i>Achieved</i>
2. Establishment of a Pasifika group at school	<i>Achieved</i>
3. Opportunities both within and outside the school are provided and taken	<i>Partial</i>

Review

22 students were identified as Pasifika on the school roll. This included a mix of Fijian Indian, Samoan, Niuean, Tongan and Cook Island Maori students. There were two students in Year 13, three in Year 12, four in Year 11 and 13 were junior students.

In Term 1 Ajay Tongia and Jamie Neeson-Pene were recognised at the Pasifika Awards for top Pasifika Male and Female student at Kaiapoi High School for Level 2 NCEA. Both endorsed with Merit. They, along with Tyson Tongia, were also recognised as Pasifika Student leaders. Ajay and Jamie were Deputy Head Students, and Tyson was a House leader.

Meetings of students who identify as Pasifika were held. A group of 12 students went to a Careers event at Ara aimed at Pasifika students. This was a great day of making connections with the wider Pasifika community. Pasifika students were also acknowledged as part of the Academic Assembly, where they received academic blues for their Merit endorsement.

In May we strengthened ties with the Pasifika support in Christchurch through the Ministry of Education and tertiary institutions. Two students were nominated for a

Pasifika Emerging Leaders' breakfast. Families were invited as part of the celebration.

A mentoring group for Māori/Pasifika students was started. This is an initiative which has been continued from last year with outside providers targetting at-risk Year 12 and 13 Māori and Pasifika students. The group had mixed results and a review of this initiative will be undertaken in 2019.

In June two teams of four Pasifika students attended a BizNinja competition. The programme was designed as a one day experiential learning programme to develop new skills, connect students to their community and build an understanding of how a successful business works. The students had workshops and then, in teams of four, had two hours to design a solution for a problem they considered a worthy project. The team then had to present their work in a 'pitch' to the judges. One of our teams came third and was awarded a trophy for this. This was a great achievement.

In August there was a meeting with Mark Tulia from the Ministry of Education to discuss our plan around meeting Pasifika families. Good advice and guidance was given.

The Pasifika student leader worked on a mentoring programme supported by a Pasifika rugby player connected to the school. This was a good step forward and important in having a male Pasifika role model on site.

The focus for 2019 will be to continue the great work that happened in 2018. The risk for the school is that the two key student leaders were both Year 13 students.

Annual Target

Year 11 ready – grow knowledge and understanding of NCEA to better prepare students for senior study

Objective:

The School believes that our Year 11 students are not NCEA ready when they begin Level One. They and their families have limited knowledge of the requirements, language and expectations. The main focus here is to develop this knowledge well before NCEA starts, so that the transition into the qualifications year is more seamless.

Actions:

1. Staff professional development on NCEA requirements
2. Year 10 parent evening on NCEA
3. Year 10 careers unit an NCEA component
4. Align assessment practice and language with NCEA terminology and structure
5. Use the school website for information on NCEA

Outcomes:	Outcome
1. Year 10 reports and assessments have adopted NCEA terminology	<i>Partial</i>
2. Careers unit established	<i>Achieved</i>
3. A stronger connection with Year 10 parents	<i>Partial</i>

Review

In Term One there was a focus on increasing the understanding of NCEA through intensive professional development. This included a understanding the difference between resubmissions and re-sits, and deconstructing a standard to get staff to understand what is required to get students an Achieved, Merit or Excellence. It was interesting to find out that teacher training colleges do not have this as a focus and that we should not assume that our staff have the skills and knowledge to implement the strategies and goals of the Board of Trustees.

Work was undertaken on an integrated Careers/NCEA unit planning module, to be delivered in Term Three prior to subject choice. All the Year 10 classes were covered in the lead up to subject choices, with a session on understanding NCEA and the importance of making good decisions. A practical activity of building the credit wall helped students see how they banked credits for NCEA and the difference in unit standards and Achievement standards. Greater emphasis was given as to how students can gain Literacy and Numeracy across subjects and how they can accrue merit and excellence credits.

The Year 10 parent evening was a success. Moving forward into the future, the School will need to think about a strategy to entice all parents to this evening.

The alignment of the Junior School and NCEA terminology had limited success, with some staff and faculties finding it difficult to align current practice and marking with a NCEA based structure. This will require additional time and energy in 2019.

Annual Target

Collaboration

Objective:

With the new buildings and a change in expectations on teaching and learning, the School has shifted those who are interested into a more collaborative teaching approach. This transition has had its issues, especially structural issues around the timetable. If we are to keep the energy and interest in this style of pedagogy, we need to support those teachers as best we can.

Actions:

1. Provide professional learning opportunities for staff to:
 - collaborate and share pedagogy and resources
 - gain further confidence and competence in transitioning to 100min periods
2. Support and connect Leaders of Learning (LOLs) priorities to increasing student engagement and achievement.
3. Initiate teacher voice opportunities to develop a successful co-location atmosphere

Outcomes:	Outcome
1. School timetable developed with an emphasis on collaboration opportunities	<i>Partial</i>
2. Staff value the (almost) daily 8:30am – 9am collaboration slot and are positive about the purpose of this time.	<i>Achieved</i>
3. More staff choose to, and are accommodated in the timetable to, collaborate with their classes for the 2019 year.	<i>Not Achieved</i>
4. KHS has moved to or will move to 100min periods by the end of 2018.	<i>Partial</i>

Review

In March the Leader of Learning (Collaboration) consulted with the timetable team to meet requests made by staff in having classes collaborating. Staff were not where we had planned to be with the timetable. Through assumptions being made and maybe a lack of communication, the outcome at the start of 2018 is different to what was thought, with more co-location occurring, rather than collaboration. It was always known that co-location would be an outcome of the timetable placing staff into the big spaces in the new buildings, however it was assumed that this would be a 'fallout' after collaboration opportunities were considered.

There were some timetable changes occurring as soon as Easter, to have teachers in spaces where collaboration is possible. There were still more co-location groupings than collaboration groupings. The timetabler indicated various pairings where teachers may need some support in how to use the space and communicate with each other.

In June our Leader of Learning (LOL) continued to work with co-location pairings and worked with a staff member who presented to our staff her collaboration journey. Staff are aware that she had an article published on this important pedagogy, and also presented at Ulearn in October. Our LOL provided more school wide professional development, with a focus on showcasing to staff some of the collaboration opportunities that were undertaken during the year.

Staff were given the opportunity throughout September to observe collaboration in action in classes. There was a feedback wall set up, which is an indication as to how many have accepted the invitation to visit. During our Thursday morning PD sessions, we had feedback from teachers who have collaborated both within faculties and interfaculty. We had to accommodate another session after school as there were so many questions being asked by staff.

Grow Waitaha visited our school. Although their plan was to visit after school, we managed to change this so that participants could visit our classes in action. There were about 45 visitors from Christchurch secondary schools. Our students and staff were fabulous and it was a privilege to be part of the day. The verbal feedback was extremely positive about the atmosphere, learning and relationships that make up our well functioning school.

In October the School bought more furniture so that there are at least four more classrooms that will accommodate two teachers and 54-60 students.

At the end of the year, the School found itself in the same position as last year with timetable structure dictating the ability to collaborate or co-locate. This is an ongoing issue that needs additional thinking. It is suggested that the LOL join the timetable team to ensure all needs are met as much as possible.

In March the Leader of Learning (timetable) worked hard on developing professional development opportunities and information on the movement to 100 minute periods. Staff from Lincoln High and Rolleston College provided all of our teaching staff with their thoughts and processes undertaken to move their schools to a similar structured timetable and gave our staff a lot to consider, as well as removing some anxiety. Having our timetable team take the initiative to develop some double periods was positive and staff were able to work through processes that support them and their classes. Our LOL gained feedback on initial thoughts from those teachers already working in a 100 min period environment.

Following this, our LOL made available to all Heads of Faculty a 100min lesson plan template for faculties to modify as they wish. He also found out from faculties their preference on 100min periods: whole school or just seniors. Timetablers asked for this feedback so that a timetable could be developed during Term 3 so staff are better prepared and can collaborate sooner for the following year.

In August the timetable team determined the barriers and areas where they needed

faculty feedback before they further developed the timetable. At the time there seemed to be a preference for 100min periods for senior students only, but only for half of their allocated weekly time. This proved to be the case and the timetable for 2019 was created with a two single, one double structure.

Annual Target***NCEA extension*****Objective:**

In 2017 the NCEA focus was aligned with pass rates. In 2018, after a very successful 2017, the focus was on moving students into Merit and Excellence endorsements across all levels.

Actions:

1. Provide professional learning opportunities in teacher development in delivering NCEA and scholarship
2. Tracking of student NCEA Merit and Excellence results with emphasis of tutor teacher support
3. AP tracks students entering faculty based scholarship programme
4. AP tracks the scholarship programmes being run by faculties
5. Tracking of when and how scholarship programmes are running to minimise pressure on both staff and staff and students.

Outcomes:	Outcome
1. Merit and Excellence Year Level endorsements remain at decile 4-7 benchmark data (ie L1 Excellence) or track towards decile 4-7 benchmark data (all other levels and endorsements).	<i>Partial</i>
2. Keen Year 12 and 13 students accept the opportunity available across all faculties to enter a scholarship programme.	<i>Partial</i>
3. KHS gains at least 2 scholarships	<i>Partial</i>

Merit and Excellence Year Level Endorsements				
		2018	4-7 Tracking	2017 Tracking
One	Excel	13.6	X	X
	Merit	23.6	X	✓✓
Two	Excel	11.6	X	✓
	Merit	7.4	XX	XX
Three	Excel	8.2	X	X
	Merit	27.9	✓	✓✓
Scholarships			English x1	

Review

The year started with a professional development programme on deconstructing achievement standards, with a focus on providing an example of how to unpack an achievement standards to better understand the requirements for success. The reason for this was that we are unsure our teachers have the capacity and knowledge to implement our strategy.

Heads of Faculty were informed that scholarship programmes should be considered to be running in the 8.30 to 9am slot available four times a week, and were requested to inform the Assistant Principal what scholarship programmes were running, which staff will facilitate them, and which staff would like support to seek additional scholarship professional development.

During the years the Heads of Faculty were made aware that scholarship opportunities/programmes for their students need to be more transparent as to how and when they will run.

Support on improving Merit and Excellence endorsements were facilitated through those staff that participated in the original deconstruction of achievement standards. The Assistant Principal worked with these people to deliver a session on our teacher only day. These facilitators worked within faculties to deliver deconstructing standards that are specific to their teaching programme. The focus was on external standards, with further options available if a course did not offer external standards.

Anecdotal feedback was that it was a worthwhile exercise, as there were areas that staff could see needed to be improved upon. Interesting to note that the faculty the Assistant Principal facilitated the session with, indicated that unit plans were not current and would like to the opportunity to make them current. This was an oversight as the assumption was that faculties/teachers would be using a unit plan to know content, resources and activities to run. This is something to address to see how much more widespread the lack of unit plans are.

Our NCEA tracking programme was expanded to include Merit and Excellence endorsement projections. Our Database Manager went to the Kamar conference to look at any new initiatives that best track endorsements that can be linked into our current system.

By August there were four faculties that had been running scholarship programmes for interested students. During the month faculties were asked for confirmation as to which students have entered for the scholarship examination. Data was made transparent as to who the students were and this was helpful when teachers worked with students in supporting their entry.

During August the Assistant Principal Curriculum held a meeting with the deans, academic mentor and Assistant Principal Teaching & Learning to analyse the initial

data from teachers in tracking student NCEA outcomes. This was not as fruitful as it could have been, with some staff not completing or not following instructions on how to complete the process. The school had to work with staff on getting all data entered in a timely manner, as without this the data becomes redundant.

The school purchased the ASSAY program to assist in data gathering and tracking, after positive reviews from other schools. This programme talks to Kamar and gives a range of platforms for the school to look at achievement in a more streamlined form.

All at-risk students were identified and caregivers informed of the pathways and opportunities available to improve their learning outcomes. Merit and Excellence tracking was implemented. This was a step in the right direction, compared to the past where the school only had a focus on those at-risk.

By September there were fifteen paid entries to sit the scholarship examination over nine subjects. This is the first year that this has been tracked. The tracking sheets were updated again by the Database Manager and the school entered into its second round of analysis. There were concerns over the lower end of Level One in regards to a large number tracking towards not passing, especially with Literacy and Numeracy. Whilst this was alleviated somewhat by offering additional courses during examination leave, our literacy and numeracy results had a significant impact on the school's overall pass rates.

	Numeracy	Literacy
2018	82	84.7
Decile 4-7	85.8	87.4

Faculties worked hard with students to address the target of improving Merit and Excellence achievement. In contrast, the reporting of more Not Achieved grades hindered the ability to show any evidence of the positive difference current teaching efforts were having on Merit and Excellence grades. Of greatest concern, was the fall in Merit and Excellence achievement in Year 12 compared to the year before, in both the same year level and the same cohort.

Overall, the final results did not reflect the time and energy that was placed into this core strategic goal. It has made the senior leadership team reflect on the nature of our goals and the need for the school to reduce the amount of goals to only two or three, as opposed to over eight. The school once again questioned if our teachers had the resources and capacity to achieve the goals we have set, and the consistency of approach to teaching seniors NCEA.

Annual Target

Improved Academic Success

Objective:

The focus of this goal is to improve the underlying structures of the school with respect to academic achievement. This includes our school curriculum, reporting on achievement, Heads of Faculty reporting and understanding their reports to the Board of Trustees and the ongoing work of the Māori response team.

Actions:

1. Evaluate, review and update senior curriculum.
2. Junior Curriculum to be revised and updated especially the year 9 options.
3. Reporting to move into a "Live Phase" and be reviewed on its success.
4. Analysis of HOF reports to the BOT for areas of interest, improvement and success.
5. Connect with the Māori response committee and use Tataiako to improve outcomes for Māori.

Outcomes:	Outcome
1. Level 1 to be at 90% plus	<i>Not Achieved</i>
2. Level 2 to be at 85% plus.	<i>Achieved</i>
3. Level 3 to be at 75% plus.	<i>Not Achieved</i>
4. U/E to rise from 39%	<i>Achieved</i>

	2018	Decile 4-7	Goal
Level 1	74.1	✓	XX
Level 2	87.1	✓	✓
Level 3	62.2	X	X
UE	45.9	✓	✓

Review

At the start of the year, the junior curriculum review began. By May the junior curriculum review was completed. We will be changing the Year 9 Option line to reduce the demand on the current non language rotation. Outdoor Education is to be removed from Year 10, due to stress and pressure on our Outdoor Education teachers. Head of Faculties presented new courses on June 18 for verification. There was a need for more options in Year 10 to be presented. It was decided after review that senior curriculum and dual pathways for 2019 will be by invite only at this stage, as we manage both their learning in school alongside the time away from classes. We have realised that absence from class, for no matter what reason, has a powerful effect on achievement. The changes to the senior curriculum were made for 2019. These included a mutli level Social Science Course, Digital Art, Digital Music and the potential for Coding, if the staffing is sufficient.

Live reporting was set up and professional development was delivered to staff. There were some concerns around workload and the amount of entries that were needed throughout the year. The key area of focus for this in the coming years will be trying to increase the consistency of teachers entering comments and not leaving it until the last minute. Possibly we need to have key time frames for the year. The community and staff were both surveyed and a summary is below:

1. The community like the idea and value the more regular reporting.
2. Many in the community do not check their Live Reports on a regular basis.
3. The community prefer Live Reporting to Mid and End of Year Reports.
4. Staff recognise the teething problems that we have ironed out.
5. Staff can see the value.
6. Staff have mostly not seen an increase in workload.
7. Staff wish to continue.

Head of Faculty reporting to the Board of Trustees was undertaken on April 4th and 5th. There was some inconsistency with the reports delivered to the Board. It was requested that there was a decreased focus on subject grades and an increase in format consistency and focus on strategies, rather than lists of results. This year the school implemented a second round of Head of Faculty reporting, in this case it was a more in-depth discussion with the two Assistant Principals (teaching & learning, curriculum) to focus on goals and strategies for current year. This was difficult for some faculty heads as some direct and key questions were being asked of them. This will be repeated in 2019.

Early in the year, data was shared around NCEA Analysis and Māori and Pacific Achievement by the Māori/Pasifika support mentor. The first whanau hui took place on April 4. Links with Ministry and former 1999 Cohort Director were established and a new programme was created, aimed at those needing support to gain NCEA level two. This programme, provided by an outside agency, was completely ineffective. We have now decided to push funds into creating our own programme that deals with the needs of our own students, rather than a generic programme provided by outside 'experts'. Little was done in the way of connecting with Māori Response Committee, due to the extended absence of our Māori/Pasifika mentor during the tracking process round.

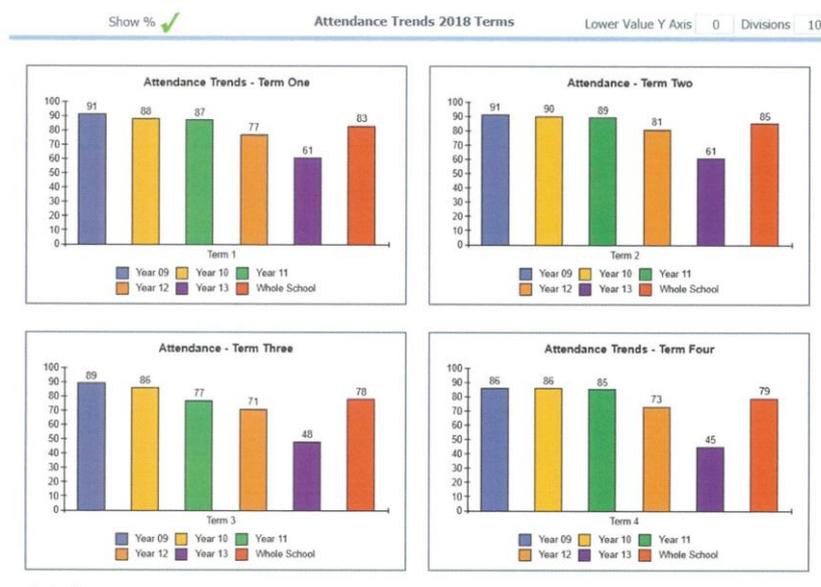
Annual Target*Robust classroom and student specific planning.***Objective:**

Creating student profiles of incoming students and then tracking student progress, both academic and attendance, is an integral part of ensuring our students reach their full potential.

Actions:

1. Create a precise set of Mathematics, Reading and Writing profiles for all incoming Year 9 students.
2. Track progress of all students in the Junior School across all subject areas.
3. Live reporting to be implemented across the school.
4. Active promotion of academic success in the Junior and Senior School.
5. A pathway to success in future learning is displayed at all levels.
6. Monitor and drive better attendance in the senior school to link into achievement.
7. Full NCEA Tracking of students at risk across all levels.
8. Full NCEA Tracking of students to drive endorsements.

Outcomes:	Outcome
1. Each Year 9 student will enter Kaiapoi High School with a precise Academic Data Set.	<i>Partial</i>
2. Every Junior Student will increase their Achievement in all subject areas including Numeracy and Literacy.	<i>Partial</i>
3. Careers Week and NCEA Intro will promote decisions leading to successful pathways based on the student's desired career.	<i>Achieved</i>
4. Full Tracking across the school for both at-risk and those capable of endorsements	<i>Achieved</i>
5. Attendance rates will improve in the senior school.	<i>Not Achieved</i>



Review

The new entrants' data set was used and shared with staff for Reading, Writing and Maths.

Development of Endorsement Tracking was implemented in Term Two alongside NCEA Tracking (Refer to target NCEA extension). In May the junior tracking was looked into to find a system that best fit with what we currently had. Our Database Manager visited the Kamar Conference to look at what we could bring in, with a goal of minimal change and minimal staff workload increase.

Academic Excellence and Merit Endorsement Recognition for those being endorsed was held on 27 March.

Attendance reports were developed and sent to parents as a bi-weekly from April. This showed a bar graph of attendance with a recommended attendance rate of 90%. In the senior school, attendance for those below 85% meant the formal was no longer an option for them.

In October we collected data from our contributing schools including:

- Entrance interviews completed in main contributing schools.
- Profile sheets sent out requesting achievement data.
- Meeting with RTLBs coming up to discuss transition students.

The school still has two key issues with respect to the data we receive:

1. There is no consistency of platforms for student data across the contributing schools.
2. There is no moderation of marking across the contributing schools, thus allowing overall teacher judgements to cloud the stage of student achievement.

Both of these issues are at the forefront of the community of learning and hopefully will be addressed in some way in 2019.

NCEA Level One tracked below last year's cohort. Literacy and Numeracy were both down and the following actions were put in place:

1. Extra standard opportunities each day at 8:30, there was a low uptake of this which was disappointing. All parents and students were informed multiple times.
2. There were 49 students at Level One whom were deemed 'at risk' (cautiously) and had a range of issues. Low ability and/or low attendance (40 out of 49 were below 87.5% attendance) being the main reasons.
3. Outside providers were brought in during week two and 44 Level One students were put through a "One Day Booster".
4. Similar to last year, we had a group working through the exam period and beyond.
5. Many staff working outside expectations on this.

In 2019 a proportion of Star Funding will be put aside to be used in Term 4 to support those at risk with the aim of:

1. Reducing staff work pressure.
2. Making those "At Risk" more employable.
3. Improving results (for those at risk).

The Assay programme was used to track our "Value Added" across the Junior School. As it is a new programme, we are still in the learning phase, but are seeing its benefits. Rather than using Kamar across multiple screens, Assay allows us to put more information in front of us on one screen.

All year 10 students falling below 80% were identified and actions put in place to improve attendance before they enter Year 11. This included the Rock On process and Truancy Service. This group was just over 20% of the Year 10 cohort. This is a major concern and will have to be a focus in 2019.

No real improvement in attendance.

Annual Target *Positive relationships are both modelled and encouraged with a focus on reducing unpleasant interactions such as bullying and harassment.*

Objective:

Kaiapoi High School is a school that is deeply focused on restorative practices. Our values underpin everything that we do and the PB4L team drive the engagement of these values for the school. In 2018 there will be an additional focus on incorporating class hui and restorative circles as a measure to instill our values, rather than using them when issues happen.

Actions:

1. Full NCEA Tracking of students to drive endorsements.
2. NZCER Survey Wellbeing @ School – to be used and analysed.
3. Restorative – All teaching staff to have training in facilitating a class hui.
4. PB4L – Implementation of strategies to reinforce positive behaviour and bring consistency across the school.
5. Promote the use of a common language and approach when dealing with behaviours.
6. Wellbeing Centre – promote the rapid development of The Wellbeing Centre.

Outcomes:	Outcome
1. The PB4L team to continue to work on what our school values and expected behaviours look like in various settings across the school	<i>Achieved</i>
2. Focus on developing connectedness and strengthening relationships via Restorative Circles and Class Hui.	<i>Achieved</i>

Review

The Wellbeing at School survey was implemented and passed onto the Kahui Ako to be used in planning for wellbeing across the community of learning, and the Head of Health has reported back to the staff on findings.

A professional development session was held for twelve staff, with Richard Matla developing strengths and skills in being able to facilitate a class hui. This follows on from a similar session for staff which was held last year. A number of class hui were held this year, with the aim of bringing connectedness to the core class. On July 5th the school had the opportunity to send some staff to restorative training . This was a ‘get up to speed’ type workshop for provisionally registered teachers and new staff. A session on ‘circling up’ was run with all staff. This is the informal circle which can be used to begin a lesson, end a lesson or recap on learning. The emphasis here is that circles or hui don’t have to be only used when things go wrong. They can be used as a tool for bringing connectivity to a class or group.

As a result of looking at the behaviour and counselling data, the PB4L team worked on how we can teach social skills and expected behaviours. We used the school values as our starting point and class hui and tutor groups were the setting in which this teaching occurred.

The PB4L team created focus groups in 2018. The main areas of focus were getting our expected behaviours established in our new blocks, consistency across the school in expected behaviours and to continue work on embedding our school values.

The Project Manager and AP (Pastoral) worked together to progress the building of the Wellbeing Centre. Sadly this project became larger than expected and was finally decided as currently unfeasible due to costs. There is an intention to revisit this project once the building projects across the school have been completed.

There was a focus on developing connectedness to enhance the wellbeing of the staff. The Counsellor, Head Teacher of Health and AP Pastoral worked together to promote wellbeing with the staff, including Wellbeing Friday where staff are celebrated for the display of values and care of our students and fellow staff members. This was very successful. During the year the Assistant Principal, Head of Health and School Guidance Counsellor worked together on staff and student wellbeing, using the Te Whare Tapa Wha model. This model uses the four cornerstones of Māori health, Taha Tinana, Taha Wairua, Taha Whanau and Taha Hinengaro. Therefore the approach we took ensured the four dimensions of wellbeing; spiritual, physical, mental and whanau, were being given equal importance, to ensure well balanced strong foundations.

They used the analogy of “putting your own oxygen mask on first”, by beginning with staff with the intention of modelling activities, and taking staff through exercises that not only look after staff wellbeing, but that were also able to be repeated with students. We had a number of exercises to promote connectedness with the staff, to celebrate success of the staff, to share great experiences and express gratitude. The staff were asked what they want and need from the wellbeing team in the form of wellbeing, and this was responded to. There was a fitness group running two mornings a week, morning teas, staff were asked to thank another member of staff for a kindness or a job well done, cookies were given out in recognition of a positive and we shared an understanding of turangawaewae with one another.

Professional development, under the umbrella of PB4L, has focussed on consistency across the school. The staff were asked to constantly refer to the school values in their approach to their classroom expectations and behaviours around the school. The PB4L team ensured that our values posters were visible around the school. The staff were reminded that we teach behaviours because academic and social competence are closely connected, and successful students have both. We cannot assume that students know what our expected behaviours are, we need to teach and model them. We asked teachers to remember the critical role of caring relationships when teaching behaviours. Our restorative conversations provided the perfect opportunity for this learning to take place. Staff were reminded that the most

effective strategy in shifting behaviour is making the positive comment. Notice the behaviour you want, comment positively, i.e. catch students doing the right thing.

KARANGA MAI YPC TARGETS AND REVIEW

Annual Target *For NCEA results at all levels to improve (including merit and excellence results) and be above those of Decile 1 schools*

Objective:

2018 has a shift in focus for the teen parenting unit. A greater focus will be the academic achievement of the students whilst learning at the centre. Transitioning both between levels of NCEA and ultimately out of the unit into further education or employment needs to be as seamless as possible.

Actions:

1. Gain accurate information from NZQA statistics for Decile 1 schools and other TPUs
2. Maintain accurate internal data for leavers
3. Maintain existing eg: habits that help learning, rewards for success; acknowledgement of effort and persistence at monthly celebration morning teas; honours board; affirmations etc
4. Change timetable so mornings are longer and academic learning prioritised; introduce project based learning
5. Prioritise achievement of Lit/Num @ Level 1 within 1 term of arriving.
 - Employ someone whose responsibility it is to track Literacy and Numeracy and gather naturally occurring cross-curricular evidence for those most at risk.
 - Ensure students gain confidence and success early and that both academic and pastoral barriers to success are minimised; emphasise Growth Mindset and Habits that Help Learning
6. Ensure all students are well-prepared academically for transition into the next level of NCEA and, if applicable, onto tertiary study
 - Students have clear pathways that build capability in chosen subjects from one NCEA level to the next
 - Students with academic pathways have learning programmes providing them with opportunities to complete achievement standards (and externals if appropriate)

Outcomes:	Outcome
1. Achievement at all levels will increase	<i>Partial</i>
2. All students are well-prepared academically for transition into the next level of NCEA and tertiary study	<i>Achieved</i>

Review

MARCH

Achievement

Analysis of 2017 results indicate increased achievement with Level 1 Literacy and Numeracy and at Level 3 in particular. Only 1 of 7 returning Level 1 students did not transition from Level 1 onto Level 2 for 2018.

2017 saw 32% fewer credits awarded overall than in 2016. 18% of these were Level 1 Literacy and Numeracy achievement. There were approximately 30% fewer Achieved and Merit grades awarded and a 31% increase in Excellence grades. The reduction in overall credit achievement is due to us focussing more than in previous years on Achievement Standards for Levels 2 and 3 students, so as to create meaningful academic pathways for students. There was high engagement and achievement in Level 2 English particularly. Of great concern is the fact that, on average, students only achieved just over 20 credits per year (some students achieved around 40 credits and some that were here for less than a year, under 10 credits), which is obviously not going to allow them to progress at a satisfactory rate.

Habits that Help Learning: cards and reward/celebration systems were continued to support engagement, build learning capability and acknowledge achievement.

Deadline Week: Slow credit accumulation and feedback from past students with respect to their lack of preparedness for the demands of tertiary learning environments, led us to institute initiatives to raise expectations and achievement, including regular Deadline Weeks to increase momentum and work output.

Timetable change: Students expressed dissatisfaction at having this imposed upon them without being consulted as part of the scoping process. Several students still chose to leave class at 12pm to feed their children, which was supported, and they usually returned to the classroom. Staff felt that the change was beneficial. Students were encouraged and supported by the social worker to create a timetable proposal to meet all needs (academic/pastoral/parenting).

Level 1 Literacy: We employed someone specifically to support this, however there was only one Level 1 student and she already had literacy, so the teacher used her time to support career pathway planning with students.

Pathway Planning: Subject choices were made with supported NCEA progression and career pathways in mind.

Project Based Learning: This has began positively with the whole class deciding to hold a Karanga Mai Carnival in the last week of term and organising fundraising to support the initiative. Students studying hospitality in the high school have led relish making and an easter raffle was put together. Teachers reflected on the process as part of what could become a collaborative inquiry.

MAY

We continued to increase expectations of students through Deadline Week, IEP Goalsetting, and Habits that Help Learning. Progress reports were sent out with updates and next steps for students. Attendance was a huge barrier against momentum for many of our students and winter illnesses were already increasing the number of absences for students.

Diagnostic testing was utilised to assess student learning needs and capabilities on enrolment, so we could swiftly put any supports needed in place and design appropriate programmes that enabled students to gain early success. The new lunchtime timing and management went well after small amendments were made in response to student requests.

Work experience opportunities were developed and positive links with local community organisations and businesses were fostered that supported student pathways beyond Karanga Mai. Project Based Learning continued, with a focus to answer the question: How can we foster wellbeing and healthy habits for teen parents?

JUNE

Progress Reports were completed and communicated to students later than hoped due to technical complications that arose with Kamar. Mid-year Achievement Analysis showed progress similar to last year. Attendance impacted on momentum for some students and Whānau teachers worked on goal-setting around academic progress and personal management with students leading into the holidays.

Our efforts to raise the pace of achievement for students continued, but their impact remained to be seen. Celebration Morning Teas, Deadline Weeks, Incentives and IEP Focus were all in place. For some students who had a specific timeline to achieve academic goals, Project Time was put on the back-burner so they could concentrate fully on curriculum based work. We focussed on teacher expectation as a key driver in raising achievement for students. Staff review of our interventions took place at the start of Term 3 and adaptations were made when considered necessary.

Work experience via Gateway placements continued to grow and had a positive impact on students' self-esteem, goal-setting and community connection.

AUGUST

With an influx of new students studying at Level 1, attention on Literacy and Numeracy achievement was a priority. Attendance also improved and progress indicating the impact of this. All returning students were progressing at a faster rate (in terms of achieving credits) than they were last year, apart from those that had taken maternity leave to have a second baby. Those students (4/10) had interrupted learning and were now parenting two children and, consequently, were clearly progressing at a slower rate than they did in 2017.

Identifying interventions that enabled students returning from maternity leave after their second child to re-engage and progress at a faster rate is something worth considering, if the trend continues.

The new part of our building was already providing more ability for staff and students to work in a more focussed environment and allowed quality one-on-one and small group careers based discussions, that were previously difficult in the large classroom space.

SEPTEMBER

Two students completed Level 3/UE and transitioned on from Karanga Mai in the month. Literacy and Numeracy tracking was in place for new Level 1 students. Attendance took a big hit with winter ailments for mums and babies so momentum was lost for several students. Reports were written and progress conversations held with all students in the first week of term 4, which focused on transition planning and realistic goal-setting for the rest of the 2019 academic year.

Deadline Week and acknowledgement of success in order to raise expectations of both staff and students was tracked in terms of impact and evaluated at the end of the year.

Overall, the year was busy with highs and lows. Changing the structure of the school had a positive impact in student outcomes. Attendance is still an issue and will need to be a focus in 2019.

Annual Target *For extra-curricular programming (targeting personal development, parenting, life-skills and recreation) to result in improved wellbeing for students at Karanga Mai*

Objective:

Wellbeing of students and children at the teen parenting unit takes a high priority. Engaging in extra curricula activities has in the past been difficult and needs to sit alongside the opportunities for personal wellbeing, parenting and a general understanding of how to look after not only oneself, but also one's child.

Actions:

1. Utilise well-being survey results from 2016 and Hauora workshops from 2017 to help identify priorities; create an Action Plan along with students that addresses their needs and identified priorities; short and long-term goals identified and plan enacted
2. Maintain existing supports eg: social worker; nurse; whānau structure; Tamariki talks etc
3. Review Tane-Nui-A-Rangi Award including student voice
4. Employ an Extra-Curricular Co-ordinator to liase with community organisations and providers and create a dynamic programme meeting student needs.
5. Include dedicated Wellbeing/Parenting and Recreation slots in timetable
6. Run the "Loves me Not" programme
7. Begin to look at understanding and development of Mana as a key concept for Karanga Mai students and link this into all aspects of school culture
8. Re-survey at end of year

Outcomes:	Outcome
1. Extra-curricular initiatives combine to improve student well-being	<i>Achieved</i>

Review

MARCH

Wellbeing Action Plan: There was no formal progress with this as the Rūnanga is not in operation. However, focus on Healthy Eating, Nutrition Workshops and Smoking Reduction was implemented.

Rūnanga: Due to low numbers, students and staff agreed that Student Rūnanga as not required this year. We had more frequent Class Hui, which is more inclusive, and jobs and responsibilities were shared via Whānau Groups.

Timetabled Tamariki Talks/Parenting/Wellbeing/Recreation

Having timetabled slots dedicated to these areas ensured a well co-ordinated programme to support parenting and personal well-being. However, they were all in

the afternoon so sometimes numbers dwindled by the end of the day, which can make group work tricky.

Extra-Curricular Co-ordinator: Employing someone for 5 hours a week meant that a range of activities, visiting speakers, events and outings were well-supported and organised. It was a great initiative that freed other staff up, but its sustainability will be funding dependent.

MAY

We worked with the Health Promoting Schools team on a student-led Wellbeing and Fitness programme as part of their Project Based Learning project. In addition, considering the designated Recreation time was not being well utilised by students, we trialed using microbreaks each day to change things up, get students moving and/or thinking differently, and provide “taster” opportunities for new things.

We continued to pursue our creation of a Mana Wahine platform for school values and culture by making links with community based organisations, such as the Health Promoting Schools Team, Waipuna and Purapurawhetu.

The transition from a contracted transport service to running it ourselves was a bit of a baptism by fire, with licensing and vandalism issues, but it was seamless for students and their children, which was fantastic.

JUNE

Our Marae visit was a success, despite some hiccups leading in. Lessons have been learnt, processes reviewed and adaptations made for 2019. We had high engagement from both current and past students. Matariki was a focus for our whole learning community and several events and outings were planned, including a keg hangi; traditional kite-making; celebration morning tea; and launching remembrance lanterns.

Wellbeing continued to be a focus via healthy eating, smoking reduction, and opportunities for students to experience activities focussing on mindfulness, creativity and physical activity. We noticed a significant shift in smoking culture during 2018. There was a higher proportion of non-smokers and our timetable and breaks have been shifted, so they did not privilege smoking students above others/learning.

The Director and the social worker attended Dr Mason Durie’s presentation on Mauri Ora (Flourishing Wellbeing) and shared our learnings with colleagues. This linked in well with our work around Hauora last year and helped to inform next steps in our Wellbeing Plan process and our Tane-Nui -A-Rangi review.

Work on developing Healthy Relationship and Mana Wahine programmes slowed and these will need to be deferred until 2019. We began to concentrate on preparing for the completion of our renovations and developing effective purposes, design and usage of the spaces, especially the shared spaces with the ELC.

AUGUST

We moved into our new spaces (which are wonderful!) and this has created the opportunity for more pastoral type activities/conversations to happen outside a classroom environment. Eg: one of our Tamariki Talk sessions occurred in the whānau space where the students could observe children unseen and discuss child development and at the same. Brainwave Trust came to reinforce this learning, with a programme specifically design to support teen parents early in Term Four.

We also planned to have the ACC funded healthy relationships programme Mates & Dates delivered in school, and this too will be adapted specifically to meet the needs of our cohort, which is an exciting opportunity.

With Spring approaching, we prioritised getting outside with regular walking and netball sessions, as most of our students find making the time and having the energy to exercise difficult. This was received well by both students and staff.

SEPTEMBER

Our inaugural Hauora Day was a great success with a smoking cessation talk, smoothie bike, healthy cooking workshop and parade with the children. We transitioned to Water Only in the classroom with no resistance, despite concerns, which was great.

The ELC investigated links with Ngai Tahu to develop a Mana Wahine workshop for early 2019 that will provide the platform for school culture to be defined and built upon throughout individual, collective, and social contexts for our students.

OCTOBER

We started sessions with the Brainwave Trust and Mates 'n' Dates as our key well-being focus for Term Four. I met with Sarah from the Health Promoting Schools Team and decided that surveying this year's cohort re wellbeing is probably not useful and that we would wait until early 2019 to do this. We put together a survey for teachers as a precursor to gathering student voice.

I gathered feedback from staff and students regarding our timetable to see if we can utilise time differently and to evaluate 2018 timetable decisions such as allocated times for parenting/wellbeing and recreation.

All in all a very positive year with a focus on wellbeing. Whilst some of the initiatives had the potential to cause stress and concern, they were adopted and managed well to enhance our students' wellbeing.