



Avonside Girls' High School Charter 2019

Foreword

The Avonside Girls' High School Charter is the working document of the Board of Trustees and provides the basis for its operation. The charter sets out the Board's strategic leadership expectations for the next 3-5 years. The charter reflects what the board is doing to improve outcomes for the girls of the school. There is a major focus on student achievement, engagement, progress and presence.

The charter comprises 4 major sections

1. Introduction (He kupu whakataki)
2. Strategic section (Te mahere rautaki)
3. Annual section (Te whainganga a tau)
4. Operational section (Te whakatupunga)

The introductory section gives statements to the school's overarching aims for all our students; vision and values.

The strategic section sets out the Board's overarching aims for student progress and achievement, and strategic goals for the next year 3 years. This section is specifically focussed on school improvement, on developing teacher understanding of the impact of their practice on student learning, along with developing student understanding of the learning process. It is this part of the plan that is action-orientated and governs practice at Avonside Girls' High School.

The annual section provides a plan for the 2019 year to improve student attainment and progress. The goals and targets are aligned to the school's strategic aims. The document lists and explains each goal.

The operational section provides a framework for board operations: planning, review, and reporting processes.

Table of Contents

1. Introduction
 - 1.1 School Mission
 - 1.2 School Vision
 - 1.3 Values
 - 1.4 Key Information
 - 1.5 National Education Priorities
 - 1.6 Cultural Diversity
 - 1.7 Provision of Te Reo and Tikanga Māori
 - 1.8 Tertiary
 - 1.9 Procedural Information
 - 1.10 Ōtākaro Kahui Ako Information

2. Strategic Section

3. Annual Section

4. Analysis of Variance

5. Operational Section

Introduction (He kupu whakataki)

1.1 Our Mission (Kaupapa)

“To educate and empower young women to succeed now and into the future.”

1.2 Our Vision (Tirohanga Whānui)

Young women at Avonside Girls’ High School are challenged to achieve personal excellence in a progressive and supportive learning environment.

1.3 Our Values (Ō Matou Uara)

Doing the right thing and taking a RISC in a supportive environment.

Respect - Whakaute	Respecting self and others - their culture, beliefs and property; respecting the school - its facilities, reputation and spirit.
Integrity - Whakapono	Being honest and following school guidelines, being true to self and having the confidence to do the right thing.
Self-Discipline – Tū Tika	Becoming independent through self-knowledge, self-management, awareness, commitment, perseverance and tenacity.
Contribution – Whai wāhi	Being involved both in the school and wider community; giving service to others; working together to help and support others.

1.4 Description of School and Community Features

Avonside Girls' High School is a state secondary school which was located in the suburb of Avonside, Christchurch from its beginnings in 1928, and now in its 91st year of operation will shift to its new co-located Ōrua Paeroa campus from the beginning of term 2, 2019.

The school suffered significant damage to structures and infrastructure in the earthquakes of September of 2010 and February 2011, was relocated to Burnside High School following the February 22 earthquake, finally arriving home to a much-changed school in time for the beginning of the 2012 school year. The Ministry of Education, working alongside school personnel, recreated Avonside Girls' High School into a fully-functioning, modern-looking school, able to deliver the full curriculum in newly-built specialist pre-fabricated classrooms. This solution was never intended to be permanent and the school awaited the decision from the Minister of Education about its future, sure that the choice of girls-only learning needed to be preserved for families in the east of Christchurch. The announcement in mid-October 2013 that the school was to be rebuilt on a new site in the east of the city, alongside Shirley Boys' High School, with the opportunity to share key facilities, was welcomed enthusiastically by the school community.

In February 2015 the preferred site for the new school was announced (Queen Elizabeth 11 Park) followed by the announcement in December 2015 that the model for the building of the school is to be via a public private partnership (PPP). The announcement of the successful bid to provide the new school in its co-located environment was made in April 2017, and work has progressed on construction with the completion date and shift to the new co-located school site scheduled for term 2, 2019.

Running the current school operation while at the same time devoting time to future planning and preparation has continued to focus the attention of the Board of Trustees and senior leaders, and to make significant demands on resources and on staff, who have been involved in exploring the possibilities that the new school build presents for the organisation of teaching and learning. The school is focused on ensuring that it retains its own special culture and identity as a provider of quality single sex education for girls, but at the same time is working hard to identify and secure opportunities to enhance that provision by seeking ways of working in harmony with Shirley Boys' High School, to each school's mutual benefit.

Avonside Girls' High School is multi-ethnic, multi-cultural in its composition, with an increasing percentage of Māori and Pasifika students over the past eight years. The school also accommodates a growing international programme which reflects the increasing acceptance of Christchurch as a destination once more, and affirmation of the quality of provision for international students. The school is one of two state single sex girls' schools in the city and provides education to those families that desire girls-only education for their daughters. The school is an important choice in the educational fabric of Christchurch, being the only all-girls' school on the east side of Christchurch. The school is served by nine school buses on a daily basis. It is a decile 6 school, and as such, caters for the learning of a diverse range of students and families. The Avonside community and the wider community are supportive of their school as illustrated by the generational aspect within the student population.

While student numbers fell following the earthquake, it has been pleasing to see the numbers consolidate and increase steadily each year.

Academic achievement is important to the school's community and this importance is reflected in the school's mission, vision, values and targets. The school is committed to working to ensure that each girl enjoys success, while at school, and that each has a pathway to move to a course of study, training or employment when she leaves school. The pastoral network and implementation in 2017 of new pastoral structures are designed to support each girl to achieve the vision of personal excellence.

2019 is a hugely significant year in the school's 91 year history as it marks the shift from its home site to the new site at QEII Park on the campus referred to as Ōrua Paeroa, and to the first year of a co-located existence from the start of term 2.

It will be a year of significant change and upheaval and the staff and student body will all be adjusting to the new environment and new ways of being. The school is very clear that the existing school values and culture will prevail in the new environment and will be working very hard to establish that within the fabulous new facilities that will now be available. At the same time the school is very aware that co-location will present new opportunities and challenges, and is committed to working alongside the partner school to ensure a harmonious, positive and fruitful co-location relationship exists for both schools, a relationship that enhances the single-sex education that students in both schools will experience.

1.5 National Educational Priorities (Ngā kaupapa matua Mātauranga motu)

Avonside Girls' High School recognises the Government's National Education Priorities:

- Success for all
- A safe learning environment
- Improving literacy and numeracy
- Better use of student achievement information
- Improving outcomes for students at risk
- Improving Māori student outcomes
- Providing career guidance
- Reporting

Avonside Girls' High School will integrate and align the National Educational Goals and National Educational Priorities at governance and operational levels by fully considering them when planning school developments or teaching and learning programmes. Achievement results are carefully analysed each year, and students at risk are clearly identified. Career education is provided for all students. Literacy and numeracy are recognised as curriculum priorities.

1.6 Cultural Diversity (Tikanga-a-iwi)

Avonside Girls' High School's Board of Trustees has policies and practices that reflect the unique position of the Māori culture.

The aims are:

- To celebrate the diverse cultural mix of students which is composed of 6% Asian, 21% Māori, 64% NZE, 7% Pasifika, and 2% MELAA.
- To use senior students to promote and affirm the cultural mix within the school and to organise events to celebrate this diversity.
- To develop a curriculum that reflects a Māori perspective while continuing to respect European/Pakeha culture. In this manner Avonside Girls' High School accepts its obligation to ensure that the curriculum fulfils the intent of The Treaty of Waitangi.
- To provide funding, staffing and resourcing to reflect the above aims. To be open to actions which will support the cultural diversity within Avonside Girls' High School. Such actions may include funding for kapa haka, commitment to the provision of Te Reo Māori classes, school pōwhiri, mihi whakatau and other cultural groups where appropriate, eg tangi, blessings, dedications, and special occasions.
- To introduce initiatives that first of all support the connectedness of Māori students and develops their self-concept and connection to the school and learning and which fosters their self-belief in their ability to achieve.

1.7 Provision of Te Reo Māori and Tikanga Māori

Avonside Girls' High School is committed to the provision of Te Reo Māori classes from Year 9-13. The Māori dimension is incorporated in other opportunities such as assemblies, kapa haka groups, school powhiri and cultural groups and other public occasions in the school, such as Open Evening, Senior Prizegiving. In 2015 a whānau class was introduced to provide pastoral support for those wanting to experience a stronger Maori dimension at Avonside Girls' High School, through observing tikanga and using te reo in the form-time setting. The vertical nature of the group allows a tuakana –teina relationship to develop to support younger students and grow leadership for older students, while the regular coming together supports strengthening of reo and tikanga in the school. 2017 saw the introduction of vertical pastoral groupings of students in the tuakana-teina model for all students. The whānau class for Māori students who identify strongly with their culture and language continues in 2019.

A Komiti Māori has been introduced. Led by the Mana Kotiro and consisting of students interested in Te Reo Māori and Tikanga Māori, this group is responsible for providing a student voice to support a strong and visible Maori presence in the school, and to lead the school in embracing and promoting a truly bicultural dimension in the school.

The role on our staff of a kaiawhina, as an integral member of our school Guidance team, is another means of providing support for our Māori students. The kaiawhina is a key part of our pastoral provision and helps with connections into the community. A male Māori advisor, taking on a kaumatua-type role, is accessible to provide advice for Board, Principal and staff, to ensure appropriate protocols are observed and to support engagement with the community. It is

important to the Board that there is a member who is able to be a strong voice for Te Ao Māori, and efforts are being made to co-opt a replacement member of the Board following a recent resignation.

1.8 Tertiary (Wananga mo nga tauira)

The main function of Avonside Girls' High School currently is to provide secondary education. Tertiary opportunities are also offered through the STAR and Gateway programmes to students in Years 11-13. These programmes are supported by careers and transition advice/programmes. In 2019 selected senior students will have the opportunity to follow a dual pathway with Ara. Some are engaged in a Pathways course which sees them engaged at Ara for two days of the week and on the other three days of the week, following a school-based set programme. This programme suits learners who need structure and predictability and who are not well suited to a programme where they would be required to catch up on any classes missed each week. A further group of students who are more independent in their learning are dual-enrolled at Ara, to follow a specific vocational interest or pathway. They spend either one or two days each week as students of Ara and complete their selected subjects when in school on the remaining days. The third category of students who are learning from Ara tutors are our students who have selected Digital Technology as a subject in the senior school. The Ara tutor delivers a course for two hours each week at Ara and then visits Avonside to teach the class for a further two hours on site. This is an excellent opportunity for our students to access learning in an area of interest that we had not been able to staff. An interested staff member is sitting in on the lessons so that she can access the learning and undertake professional development to support her teaching of the subject in the future.

The expansion of students into embarking on tertiary study through Ara represents a significant shift in how we support our students to find a suitable course of engaging study. From a mere handful of students in previous years, 44 students are enrolled in a dual pathway programme in 2019.

1.9 Procedural Information

The planning year for the school board will be from January 1 to December 31.

The updated charter and annual report will be lodged with the Ministry of Education by 1 March each year.

Ōtākaro Kahui Ako

Avonside Girls High School Shirley Boys High School,
Chisnallwood Intermediate School Shirley Intermediate School
Banks Avenue Primary School Shirley Primary School Waitākiri Primary School
MacFarlane Park, Richmond and Shirley Kindergartens.

Our Vision

To create a connected learning community focused on seamless high quality lifelong learning

Our Values

Respect

Responsibility

Striving for Excellence

Our key focus areas

Self Management, Self Regulation, Positive Relationships, Resilience and Perseverance, Intellectual Curiosity and Learning Motivation

SHARED UNDERSTANDINGS

The Kahui Ako members share a belief in the value and power of collaboration and see a unique opportunity to provide a quality learning pathway from early childhood through to tertiary and the workplace. The members understand the need for alignment of values, and focus areas to enhance the contribution of each sector (ECE, primary, intermediate and secondary) toward helping our tamariki to excel as learners, to become self-regulated positive and contributing members of society. The members see significant benefit and value in helping our tamariki to be intellectually curious and motivated to learn.

WORKING TOGETHER

The Kahui Ako have committed to a long term project to enhance the skills and attributes of tamariki in the key focus areas. The community is committed to working together, to mutually agreed goals, targets and action plans. The Principals and Boards of Trustees of the Ōtākaro Kahui Ako schools have agreed to prioritise plans which will enable our tamariki to leave the schooling capable, connected, lifelong learners who display the skills and attributes of an effective Ōtākaro learner

Background

The Ōtākaro cluster was formed in 2013 to provide assistance for all the schools and particularly to provide an opportunity for collaboration. In 2014 and 2015 the members worked collaboratively on a variety of projects to enhance the learning outcomes and key competency development of tamariki. In 2016 the cluster commissioned a research project to determine the key attributes and skills required to be an 'effective learner' across the cluster. The research project was undertaken by Dr Gabrielle Wall and involved textual analysis, focus group interviews, online surveys and meetings with children teachers and leaders of each school or ECE in the cluster. The resulting data and analysis led to the decision to apply to become a full Community of Learning- Kahui Ako.

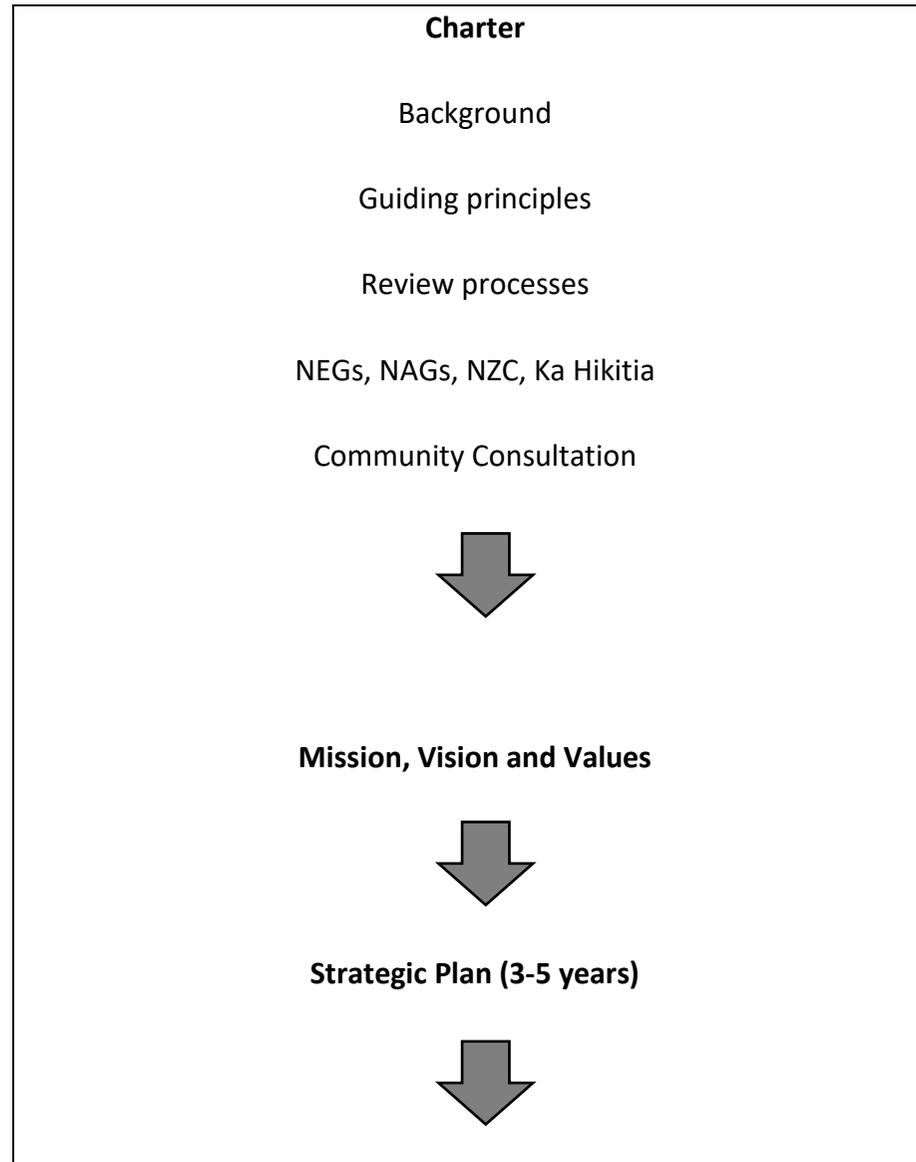
This duly occurred and in 2017, the Ōtākaro Kahui Ako came into being. A Lead Principal was appointed, (John Laurenson) and four Across The Kahui Ako Teachers were appointed in term 3, to start in 2018. They were, Joe Houghton (Cultural Responsiveness) Richard McLaren (Pedagogical Development) Tom Davies (Mathematics) and Emma Smith (Wellbeing) Tricia Carroll (Writing and Literacy).

Achievement Challenges for the Kahui Ako were endorsed by The Minister in Term 3 2017 and the development of an Action Plan to ensure the challenges were achieved began late in 2017, with the aim of having it ready to be unfolded by midterm 1, 2018.

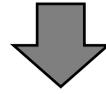
Progress was made in 2018 and our school was particularly pleased with progress made in writing and literacy. 2019 will see a change of leadership and the two year appointments to four of the across school roles coming to an end. A review of progress, and a refreshing/conformation of focus will coincide with the leadership change.

2. Strategic Section 2019-2021 (Te mahere rautaki)

This section sets out the board's overarching aims for student achievement and progress, and the strategic goals for the next 3-5 years. The following diagram illustrates the strategic alignment of key structures at Avonside Girls' High School.



Annual Plan



Specific Achievement Targets

Strategic Goal 1: To provide high quality teaching and learning so that all girls are engaged in and progress in their learning. [NAGs 1 and 3]

Target performance objectives	Indicators	Priorities		
		2019	2020	2021
<p>The process of embedding the school’s Vision for Learning is underway and evident in a range of ways in teacher practice across all learning areas of the school.</p>	<p>There is evidence in classrooms across the school of a range of such practices listed below:</p> <ul style="list-style-type: none"> • Collaborative practice • Problem based learning • Student agency in learning • Cross-curricular linkages and connections • Authentic learning contexts <p>In classrooms, there is evidence of teaching and learning that empowers learners.</p> <p>Teaching is based on strong relationships.</p> <p>There is evidence of deep learning happening in classrooms.</p> <p>There is learning that has connections to the school, local and global community.</p>	<ul style="list-style-type: none"> • The Avonside Girls’ High School Vision for Learning (V4L) informs approaches to teaching and learning. • All teachers are involved in the implementation of the Vision for Learning within their learning area. • There are increasing opportunities for curriculum integration and/or a collaborative team approach . • Teachers are enabled in the shift to the new learning environment through their prior experiences of teaching in a collaborative environment and demonstrate growth of collaborative teaching practice. 	<ul style="list-style-type: none"> • The Avonside Girls’ High School Vision for Learning (V4L) informs approaches to teaching and learning. • All teachers are involved in the implementation of the Vision for Learning within their learning area. • Opportunities for curriculum integration and/or a collaborative team approach continue to build. • Teachers are enabled in the shift to the new learning environment through their prior experiences of teaching in a collaborative environment. 	<ul style="list-style-type: none"> • The Avonside Girls’ High School Vision for Learning (V4L) informs approaches to teaching and learning. • All teachers are involved in the implementation of the Vision for Learning within their learning area. • Curriculum integration and/or a collaborative team approach is evident across student learning experiences at AGHS. • Teachers continue to develop their understanding of collaborative practice and the essence of facilitating learning within a range of teaching spaces, in light of their shared experiences.

	<p>Self-regulation develops and is evident in improved student self-management, self-assessment and knowledge of their next steps.</p> <p>Assessment practices are modified in response to student awareness of their learning progress and ability to self-regulate.</p>	<ul style="list-style-type: none"> • Self-regulation in learning is a prerequisite for future learning competencies. • Learner hui with pouako enters third year. • Feedback and feedforward used extensively to support students awareness of next learning steps. • Live reporting is explored and introduced to ensure that feedback is more timely and learning information is more accessible. 	<ul style="list-style-type: none"> • An approach to develop self-regulated learners is implemented. • Reporting is reviewed and any adjustments made to ensure reporting goals are delivered on. 	<ul style="list-style-type: none"> • Learners are able to self-regulate their learning. • Reporting structures support student learning and achievement and provide timely learning data for students, teachers and whanau.
<p>Teaching as inquiry is established as a process for exploring ways of improving student learning outcomes.</p>	<p>Inquiry is used across the school to improve student learning outcomes</p> <p>Effective use of data to identify student needs, monitor student progress, inform teaching as inquiry, support strategic planning and improve student outcomes.</p>	<ul style="list-style-type: none"> • All teachers adopt a collaborative inquiry approach, focused on improving student learning outcomes. • Student data informs decisions re goals and pedagogical approaches. • Improved teacher ability to access and use data to inform teaching ensures programmes are targeted to student need and support students to progress. 	<ul style="list-style-type: none"> • All teachers adopt a collaborative inquiry approach, focused on improving student learning outcomes. • Students' learning needs are identified and students are placed in appropriate courses in a timely manner. • Improved teacher ability to access and use data to inform teaching ensures programmes are targeted to student need and support students to progress. 	<ul style="list-style-type: none"> • Inquiry process enshrined in AGHS professional practice. • Shared outcomes benefit all members of the learning community. • Emphasise the data informed inquiry into the relationship between teaching and learning.

	<p>All teachers involved in reflection of their own teaching, inquiry into impact and self-improvement.</p> <p>All students have a secure pathway to progress through the school</p>	<ul style="list-style-type: none"> • Learning from teacher inquiries is shared with colleagues to increase teacher understanding and spread effective practice. • Teacher focus on ensuring that all learners achieve through embedded inquiry process across the school. 	<ul style="list-style-type: none"> • Teachers continue to develop expertise in exploring data and using the inquiry process • A focus for provision of a coherent pathway for those who achieve well below the cohort is undertaken and steps made to provide appropriate courses and resources 	<ul style="list-style-type: none"> • Improved teacher ability to access and use data to inform teaching ensures programmes are targeted to student need and support students to progress. • Identified barriers will be understood and intervention will be on-going. • There are coherent and meaningful pathways for all students to transition through the school.
<p>The outcomes of the Wellbeing review are implemented – changed structures, roles, timetable and processes around student pastoral care to support student wellbeing and learning progress.</p>	<p>There is consistent delivery of the wellbeing programme in ako time, with all teachers delivering programmes that meet the learning outcomes that are provided.</p> <p>There is ongoing support for teachers to develop the skills to deliver the programme effectively.</p> <p>Students and families value the input and support of the pouako</p>	<ul style="list-style-type: none"> • The vertical whānau class concept is refined to strengthen tuakana-teina relationships to foster stronger connections to the school, provides a sound structure for developing the teacher-learner relationship. • The guided mentoring programme supports student achievement of personal excellence • The pastoral structures foster stronger family/whānau connections, which is 	<ul style="list-style-type: none"> • The vertical form structure is embedded and mentoring by pouako (form teachers) is strengthened through longstanding connections with learners and their whānau. • The guided mentoring programme supports student achievement of personal excellence. • The pastoral structures foster stronger family/whānau connections. 	<ul style="list-style-type: none"> • An embedded mentoring programme throughout the school supports all students. • The guided mentoring programme supports student achievement of personal excellence. • Pastoral structures foster stronger

	<p>to guide personal growth and progress in learning.</p> <p>Timetable changes support collaborative practice, relationship development and mentoring time.</p> <p>All students are engaged in an effective mentoring programme</p> <p>Families, whānau and mentors are known to each other.</p> <p>There is improvement in overall student attendance.</p>	<p>evident in increased numbers of whanau at school.</p> <ul style="list-style-type: none"> • The mentoring programme is implemented through provision of vertical whānau groups and ako time. • Ongoing PLD is provided to support the effectiveness of the mentoring programme. • Student attendance rates improve through improved connections with whānau through new structures. 	<ul style="list-style-type: none"> • Provision of ako time enables continued delivery of mentoring for whānau class. • Ongoing PLD is provided to support the effectiveness of the mentoring programme. • Maintenance of improved student attendance rates. 	<p>family/whānau connections.</p> <ul style="list-style-type: none"> • Effective mentoring through vertical form structure occurs throughout the school. • Ongoing PLD is provided to support the effectiveness of the mentoring programme. • Improved attendance maintained across all levels of the school.
<p>Quality teaching and learning develops students' learning capabilities and supports success for all students. All learners progress in their learning.</p>	<p>Professional learning supports teacher effectiveness, within traditional and innovative learning spaces.</p> <p>Use of data informs pedagogical approaches to support those who are not progressing.</p>	<ul style="list-style-type: none"> • PLD focuses on digital literacy and on supporting effective collaboration and integration. • Student achievement is tracked to identify those who are not progressing. • Appropriate interventions are implemented and 	<ul style="list-style-type: none"> • PLD continues to support teacher effectiveness • Student achievement is tracked to identify those who are not progressing. • Appropriate interventions are implemented and 	<ul style="list-style-type: none"> • PLD continues to support teacher effectiveness • Student achievement is tracked to identify those who are not progressing. • Appropriate interventions are implemented and

	<p>Outcomes of interventions are measured to evaluate impact of approach on student progress.</p> <p>Priority learners enjoy academic success and close the gap with their NZE peers.</p> <p>Use of Effective Teaching Profile of (Te Kōtahitanga) and Tātaiako to support culturally responsive practice.</p> <p>Increased responsiveness to the needs of diverse learners.</p> <p>Pasifika and Māori students continue to progress in their learning and close the gaps with NZE students.</p> <p>There is an agreed and clear statement of the qualities of an Avonside Learner, and students develop a growing awareness and understanding of those qualities.</p>	<p>evaluated to gauge effectiveness.</p> <ul style="list-style-type: none"> • Teachers continue to develop their cultural competence. • Opportunities are sought to provide support for those disengaging with learning. • The Māori whānau class is a strong and visible mana wahine presence in the school, nurturing student self-belief and leadership. • Attendance for Māori and Pasifika students shows improvement • The visible representations of an Avonside learner support students' awareness of the learning strategies of successful learners. 	<p>evaluated to gauge effectiveness.</p> <ul style="list-style-type: none"> • Teachers continue to develop their cultural competence. • Opportunities are sought to provide support for those disengaging with learning. • The Māori whānau class is a strong and visible mana wahine presence in the school, nurturing student self-belief and leadership. • Attendance and achievement data for Māori and Pasifika students matches data for pakeha/European students. • The visible representations of an Avonside learner support students' awareness of the learning strategies of successful learners. 	<p>evaluated to gauge effectiveness.</p> <ul style="list-style-type: none"> • Teachers continue to develop their cultural competence. • Opportunities are sought to provide support for those disengaging with learning. • Demand for Māori whānau class placement is strong and attendance and achievement data for Māori continue to show improvement. • Students demonstrate and can articulate the learner qualities they are reflecting in any given learning situation. • Students discipline knowledge and thinking is enhanced by learning
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	Learner profile essence statements provide a focus for curriculum planning and delivery	<ul style="list-style-type: none"> Teachers begin to work with the newly developed AGHS learner profile essence statements 	<ul style="list-style-type: none"> Teachers develop greater understanding and confidence in working with the learner profile essence statements. 	experiences that is closely linked to the essence statements.
School performance management system supports the professional growth and effectiveness of each staff member.	<p>Performance management system supports improved teacher effectiveness.</p> <p>Professional learning opportunities are provided which support teachers' ability to meet strategic goal related to quality teaching and learning and achievement of personal excellence.</p>	<ul style="list-style-type: none"> Performance management policy concentrates on the improvement of teaching and learning Professional learning supports growth of teacher effectiveness. 	<ul style="list-style-type: none"> Performance management policy concentrates on the improvement of teaching and learning Professional learning supports growth of teacher effectiveness. 	<ul style="list-style-type: none"> Appraisal goals based on evidence and student needs. Performance management policy is strong on classroom observation and analysis of classroom practices.

Strategic Goal 2: To embed a future focus in our learning community.

Target performance objectives	Indicators	Priorities		
		2019	2020	2021
Digital technologies are available and accessible to all and used widely to enhance learning.	<p>A robust school network supports wide use of digital technologies</p> <p>Students all have access to a device to support their learning.</p> <p>Teachers confidently incorporate a blended learning approach at all levels of the school.</p> <p>Students are competent and responsible users of digital technologies.</p>	<ul style="list-style-type: none"> • BYOD across school • Continuation and refinement of professional learning programme focused on supporting digital strategies. • Digital strategies embedded in effective pedagogical practice. • Students are educated about keeping themselves safe on line and about being good digital citizens.. 	<ul style="list-style-type: none"> • BYOD across school • All teachers have toolbox of effective strategies to ensure confident blended learning approach. • Teachers share their digital practice with colleagues • Students are responsible digital citizens 	<ul style="list-style-type: none"> • BYOD part of school-wide learning provision. • All teachers have toolbox of effective strategies to ensure confident blended learning approach • Teachers share their digital practice with colleagues • All members of the school community are capable and responsible users of digital technology.
Pedagogical approaches reflect the future focus of our Vision for Learning – collaboration, student agency and connections within and between learning disciplines are evident.	<p>Challenging and engaging learning opportunities are provided for all students</p> <p>Students have an input into decision-making about their learning.</p>	<ul style="list-style-type: none"> • Teaching programmes provide material and approaches that extend students’ critical and creative thinking. • There are elements within teaching programmes that provide opportunity for integration and connections both across learning areas and to the community beyond the school. 	<ul style="list-style-type: none"> • Teaching programmes provide material and approaches that extend students’ critical and creative thinking. • There are increasing elements within teaching programmes that provide opportunity for integration and connections across learning areas and to the 	<ul style="list-style-type: none"> • Both the senior and junior curricula engage learners and provide pathways for all students. • All learners have their learning needs met. • The AGHS Vision for Learning is well embedded and reflects the way learning happens at AGHS, ie Learning empowers the learners, is

	<p>There is a pathway for all students as they move through and beyond the school.</p> <p>A personalised approach results in individual pathways which may involve dual enrolment.</p> <p>Steps are taken to develop understandings of effective pedagogies in a modern learning environment.</p>	<ul style="list-style-type: none"> • Authentic learning opportunities are provided for students • Senior programmes are constantly under review and new ones introduced to meet identified student need and interest • Senior courses enhance vocational pathways. • Teachers explore innovative practice within their teaching programmes, aligned to the school's Vision for Learning. • Pockets of collaborative practice occur across the curriculum 	<p>community beyond the school.</p> <ul style="list-style-type: none"> • Engaging and challenging authentic learning opportunities are on offer for students • Adjustments are made to the senior curriculum offerings in light of review • Increased innovation evident in classroom practice. • There is evidence of increased collaborative practice, enabled by timetable changes. 	<p>based on strong relationships, involves deep learning and supports connections to our school community.</p> <ul style="list-style-type: none"> • Innovation evident and takes range of expression across learning areas. • Collaboration widespread throughout the school.
<p>The co-location relationship develops as the school relocates to the new site with its partner school. Avonside Girls' High School is well positioned for its shift as ongoing dialogue with partner school has resulted in decisions and documentation about shared structure, staffing and operational details; colleagues in both schools</p>	<p>Documentation is prepared that reflects the agreed co-location vision and principles, and provides a clear direction for the co-location.</p>	<ul style="list-style-type: none"> • The transition to the new school is supported by clear understanding and documentation of systems and processes for operating in a co-located setting. 	<ul style="list-style-type: none"> • The co-location continues to evolve and develop, supported by clear understanding and documentation of systems and processes. 	<ul style="list-style-type: none"> • The co-location continues to evolve and develop, supported by clear understanding and documentation of systems and processes.

<p>have opportunities to develop professional relationships.</p>	<p>Links with local schools are strengthened, especially with our brother (and future co-located) school.</p>	<ul style="list-style-type: none"> • Opportunities to link with the community within the curriculum are explored and strengthened. • The new campus enhances collaboration opportunities with SBHS. 	<ul style="list-style-type: none"> • Cross school collaboration further develops with provision of opportunities for learning area colleagues to connect, develop professional relationships and share ideas. 	<ul style="list-style-type: none"> • AGHS and SBHS have developed a strong relationship which enables effective and meaningful collaboration.
<p>AGHS is reflected publicly as a great place for girls' learning and all opportunities are taken to reflect our school's values, culture, diversity and successes.</p> <p>The publicity also informs of new school development and vision and builds confidence and student numbers</p>	<p>The school's strengths and successes are promoted in the wider community, and AGHS is seen as the school of choice for girls in the eastern half of the city.</p> <p>Student enrolments continue to increase in response to positive messaging about the school and co-location opportunities.</p>	<ul style="list-style-type: none"> • Resources are provided to support AGHS' high profile in the community. • All available avenues, spoken, print, visual and digital are used to communicate AGHS positive news stories and future plans. 	<ul style="list-style-type: none"> • The community is well informed about AGHS and what it offers its students • Roll is at capacity 	<ul style="list-style-type: none"> • The community is well informed about AGHS and what it offers its students • Roll is at capacity.
<p>Avonside Girls' High School forges educationally sound and mutually beneficial relationships with other providers in the community</p>	<p>The Community of Learning (Kahui Ako) provides a strong model of collaboration that supports teacher growth and student achievement.</p>	<ul style="list-style-type: none"> • AGHS contributes effectively to the newly established Kahui Ako. 	<ul style="list-style-type: none"> • The Kahui Ako supports cross-school teacher engagement and within school teacher efficacy. 	<ul style="list-style-type: none"> • The Kahui Ako supports strong and effective working relationships, and build teacher capacity, that results in progress on meeting achievement challenges.

	<p>Teachers are encouraged to participate in and contribute to the collaborative sharing of the Secondary Community of Practice. (Grow Waitaha)</p>	<ul style="list-style-type: none"> • Opportunities increase for collaboration between schools, that provides enhanced opportunities for students eg junior Maori leadership initiative • AGHS staff contribute and share innovative practice in the Secondary Community of Practice forum. 	<ul style="list-style-type: none"> • Opportunities increase for collaboration between schools, that provides enhanced opportunities for students. • Staff learning about future-focused pedagogy is shared in appropriate ways within and beyond the school 	<ul style="list-style-type: none"> • Opportunities increase for collaboration between schools, that provides enhanced opportunities for students. • Staff learning about future-focused pedagogy is shared in appropriate ways within and beyond the school
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3 Annual Section (Te whainganga a tau)

Strategic Goal 1: To provide high quality teaching and learning so that all girls are engaged in and progress in their learning.

Annual Goal	Actions	Personnel	Resource	Timeline
<p>1.1 Develop systems and processes to ensure that Year 9 and 10 students identified as at risk of not achieving Level 1 NCEA will be identified and strategies put in place to support their learning progress.</p>	<ul style="list-style-type: none"> • There is a systematic and uniform approach to gathering, storing and accessing data. • Staff know how and where to store learning data, and how to access and interpret to inform effective teaching approaches and content. • Teachers access available data on the learners in the class, to identify gaps and to coordinate approaches to building literacy and numeracy competence across all teachers of the class. Follow up meetings are held to explore impact of strategies. • Support for Year 9 and 10 students to improve literacy and numeracy is provided. 	<p>ML, PL, BX and HOLAs and KTK</p> <p>KTK, PL, ML, HOLAs</p> <p>HOLAs</p> <p>ML, KI, PL, ML, RD, AL</p>	<p>time</p> <p>Time</p> <p>Time</p> <p>Time</p>	<p>By end of term 2</p> <p>Ongoing</p> <p>Over year</p> <p>Over year</p>
<p>1.2 Teachers use collaborative teacher inquiry to improve student outcomes and embed our Vision for Learning.</p>	<ul style="list-style-type: none"> • Teachers use a wide range of learning data/evidence to support their inquiry. • Student and whānau voice and participation is an integral part of effective inquiries. • Continue to embed a school wide effective inquiry model, by engaging in whole staff PLD around Timperley, Kaser and Halbert’s Spiral of Inquiry Model. • All teachers report on their collaborative inquiry as part of the performance management system. • Whole school review processes incorporate Spiral of Inquiry processes to support collective focus and cohesion across all school operations. 	<p>RA</p> <p>YD</p> <p>HOLAs</p>	<p>Time</p> <p>KA hours (RA)</p>	<p>Throughout 2019</p>
<p>1.3 Focus on supporting students to achieve personal excellence.</p>	<ul style="list-style-type: none"> • Teachers consistently articulate high expectations for student learning. • HOLAs ensure that junior programmes contain learning activities that enable students to achieve the capabilities outlined in our Vision for Learning and essence statements. • Teachers develop an understanding of growth mindset, and reflect that in their teaching approaches. • Teachers are explicit about the criteria that need to be met for achievement of personal excellence. • Teachers identify students who should achieve excellence and provide helpful feedback. • Support is provided to assist each student to achieve personal excellence 	<p>HOLAs</p> <p>Teachers</p> <p>Teachers</p>	<p>Time</p>	<p>Ongoing</p>

	<ul style="list-style-type: none"> Students are supported to set realistic stretch goals for achievement of personal excellence. Share ideas with colleagues on how to support achievement of personal excellence. Use inquiry process to explore how to effectively support achievement of personal excellence. Personalise approach to learning and assessment to support achievement of personal excellence. Consistent use of growth mindset across the school. Mentoring through pouako and whānau class provides supports for students in their approaches to learning and achievement of success. 	<p>C & A mtgs. ELAs.</p> <p>All teachers</p> <p>HOLAs</p> <p>Class teachers</p> <p>Pouako/whānau class</p>		
1.4 Support the achievement of Māori students by working to embed the intent of Te Kōtahitanga and Tātaiako through provision of an inclusive learning environment which enables Māori to achieve as Māori.	<ul style="list-style-type: none"> Māori student voice gathered in term 4 2017, is shared with staff and informs review of Action Plan. The Māori Achievement Team (MAT) reviews, updates and implements Māori Achievement Action Plan. Strengthen culturally responsive practice through <ul style="list-style-type: none"> Ongoing PLD Having priority learners as part of teacher inquiry focus Support of Kahui Ako within school teacher. Implement initiatives to support improved engagement, connectedness and achievement of Māori students – and in 2019 that is the continuation of a whānau class for 25 girls who strongly identify with their Māori heritage, and of a Komiti Māori, a senior student council. Continue to participate in eastern secondary schools' initiative to develop junior Māori student leadership, targeting potential leaders. Strengthen engagement with whanau through ongoing contact and regular hui Provide career guidance opportunities and future-focus speakers Support cultural events – kapahaka, manu kōrero. Gather student voice to support engagement and achievement of Māori Deliberately use Te Reo in every school address , and within our school community. Provide opportunities for regular whole staff learning of Te Reo and tikanga. Employ Kaiawhina to support engagement with whānau, to support Kaiako Māori with whānau class, and to support mentoring of Māori students. 	<p>WK</p> <p>MAT</p> <p>WK, Yd, MAT</p> <p>SR</p> <p>kaitiaki, pouako</p> <p>BOT, SLT, Staff</p> <p>Teachers; HU</p> <p>Su</p> <p>Teachers,</p> <p>HU</p> <p>HU</p>	<p>Time</p> <p>Time</p>	<p>Term 1</p> <p>Review Term 1.</p> <p>Term 2 onward</p> <p>Each term</p> <p>Each term</p> <p>Term 3-4</p>
1.5 Support the achievement of Pasifika students	<ul style="list-style-type: none"> Pasifika Achievement Team to consult and draw up a new Action Plan for supporting engagement and achievement of Pasifika students so that Pasifika students see NCEA Level 3 as a realistic goal. Hold regular fono meetings with Pasifika community to get feedback on what the school can do to support the achievement of their daughters. Provide career guidance opportunities Support Pasifika cultural expression within the school. 	<p>ML</p> <p>ML,</p> <p>Careers</p>	<p>Meeting time</p>	<p>Completed term1</p> <p>Each term</p> <p>As available</p>

	<ul style="list-style-type: none"> Continue Homework Club for Pasifika students Organise guest speakers to engage with and inspire Pasifika students. Gather student voice and develop appropriate responses. Support academic mentoring programme in place. Monitor attendance and achievement data and engage with fanau to address concerns. Continue with employment of Pasifika Liaison Coordinator to facilitate engagement with Pasifika families and to support students in variety of ways within the school. Pasifika mentoring role to support student NCEA achievement and credits for performance 	<p>LMM</p> <p>ML, LMM</p> <p>Kaitiaki</p> <p>LMM, pouako</p> <p>MFA</p>	<p>Time, budget</p> <p>Budget</p>	<p>Ongoing</p> <p>Terms 2 – 4</p> <p>As available</p> <p>Ongoing</p>
1.6 Support achievement of students with special needs	<ul style="list-style-type: none"> Enable Head of Learning Support (Senco) to access staff so they are supported in working with girls in their classes who have special learning needs. Review resourcing of this aspect of the school operation and adjust to meet demonstrated need. To continue to provide student profiles on SMS and ensure staff know that they should access the information. To continue to involve families and teachers in the formation and review of IEPs. Develop pathways through school for students who achieve well below their cohort Identify at risk students through transition information gathering and investigating data that is gathered. Use MIDYIS testing to help identify those students who indicate further investigation is needed to identify possible learning needs. 	<p>HOD Learning Support</p> <p>DP Curriculum, HOD learning Support;</p> <p>HOD Learning Support</p> <p>Guidance and pastoral teams</p> <p>PH, Bx</p>	<p>Time. 8 – 8.30</p>	<p>Ongoing</p>
1.7 Support those students at risk of not achieving NCEA Level 1	<ul style="list-style-type: none"> Review data from 2018 on NCEA Level 1 achievement Gather feedback from ELAs on ideas to support better Level 1 achievement Strengthen the use of ako time so that we are assured that mentoring conversations take place in every ako class. Construct an action plan that supports improved outcomes for Year 11 learners. Investigate the ways that performance credits can be assigned for kapahaka and Pasifika performance so that those students gain credits for the skills that they demonstrate. Ensure that processes are in place to ensure that students are awarded credits for holding a driver's licence. Involve curriculum and pastoral teams in the devising of strategies to support achievement of identified students. Use available data and/or prediction model to support identification of at risk students. 	<p>Head of Level Years 11 and 12, PH, Kaitiaki,</p> <p>YD, SLT, HOLAs</p> <p>MFA</p> <p>SU</p> <p>PH, Yd</p> <p>Kaitiaki, HOLAs</p>	<p>Time</p>	<p>Explore in terms 1.</p> <p>Action in terms 2 and 3.</p> <p>Term 2</p> <p>All Year</p> <p>Ongoing</p> <p>Ongoing</p>

1.8 Support those students in Year 12 who did not achieve NCEA Level 1	<ul style="list-style-type: none"> • Draw up first focus group of students – those who did not achieve Level 1, and work with them to support achievement of Level 1 and 2 • Draw up second focus group at mid year, of any further students who achieved Level 1 but who are not on track to achieve Level 2. Implement action plan to support their achievement of Level 2. 	Head of Level, PH		Term 1 Mid-year
1.9 Strengthen assessment for learning by providing quality formative feedback to lift achievement.	<ul style="list-style-type: none"> • At junior levels assessment against curriculum levels and feedback on learning supports improved achievement. • HOLAs work with teachers in the learning areas to develop annotated exemplars of work that meets respective curriculum levels, thus enhancing understanding and developing consistency of assessment. • Teachers provide feedback and feedforward to students that clearly articulates what is needed to lift work to next curriculum level, thus empowering students' learning independence. • HOLAs explore how to best provide appropriate assessment when innovative learning experiences are in place. • Teachers provide feedback in timely way through introduction of live reporting 	Teachers HOLAs Teachers HOLAs Teachers	Time	Throughout year Throughout year
1.10 Pastoral structures support wellbeing, attendance, engagement and achievement of all students.	<ul style="list-style-type: none"> • The Wellbeing committee continues to support staff being effective pouako for the whanau class.. • Resources are provided to support teachers in getting to know their whānau class students and to use ako time effectively for mentoring, guidance and relationship-building. • PLD is provided to support expectations of teachers to be mentors. • PLD is provided so that Wellbeing Committee is able to access the knowledge and resources they need to support our wellbeing initiative effectively. 	PH and Wellbeing Committee All staff SLT and focus group	Funding for resources Funding	Ongoing
1.11 Progress is made to embed of our AGHS Vision for Learning and we continue to grow our understanding of what constitutes quality teaching at Avonside Girls' High School.	<ul style="list-style-type: none"> • Each ELA focuses on providing learning experiences for students that develops the capabilities outlined in the essence statements • HOLAs report on progress on this work. • Teachers reinforce the expectation that they will see the AGHS learner qualities evident in the class as girls move through the learning experiences. • Continue to access student voice about what teachers do that improves the quality of their learning experiences, and to develop appropriate responses. • Teachers spend time in ELAS reviewing progress and share ideas of how to strengthen each aspect of the school's Vision for Learning through provision of learning experiences. 	Teachers, HOLAs SCT HOLAs Staff/ Students	Time	All year

Strategic Goal 2: To embed a future focus in the learning community.

Annual Goals	Actions	Personnel	Resource	Timeline
2.1 Ensure digital technologies are accessible to all and used widely to enhance learning.	<ul style="list-style-type: none"> Teacher knowledge in e-learning is expanded. PLD in digital strategies transfers into effective pedagogical practice in the classroom. School network supports increased traffic on wireless network. All students are expected to bring their own devices for learning. Students are supported in responsible digital citizenship practices. 	In- house PLD available to all staff	Time Funding Time	All year
2.2 Continue to build capacity for the school community to use technology for accessing information, for learning and for communication	<ul style="list-style-type: none"> Policies and protocols support students to bring mobile devices into classrooms for learning. Explore the potential of KAMAR to provide information, data and ways of tracking student achievement Provide regular PD for staff on KAMAR and e-learning strategies. Upskill staff on use of appropriate Apps to facilitate anywhere, anytime learning. (One Note, Teams, Google docs, Moodle, etc) 	ML and ICT Cttee. E-learning Facilitator,	Time Time	Completed term 1 Ongoing
2.3 Review the school curriculum to ensure that it meets the needs of all learners and provides appropriate pathways beyond school.	<ul style="list-style-type: none"> HOLAs and HODs review senior courses to ensure that they provide for the diversity of students HOLAs and HODs review senior courses to explore how they might enable students to achieve vocational pathways qualifications. HOLAs and HODs explore opportunities for collaboration and integration of curriculum. 	DP with Curric resp. HOLAs HODs	Time	Terms 1 and 2
2.4 Explore and access opportunities within and beyond the school that meet the specific needs of learners	<ul style="list-style-type: none"> Strengthen the Learning Development Programme, by providing some supplementary support with resourcing and with testing and interrogating the significance of the data that is gathered. Explore pathways and dual pathways options for students looking for vocational pathways learning. Explore and access opportunities for gifted and talented students and exceptional students within and beyond the school. Put targeted mentoring support in place for students who are disengaging with learning 	Ph, Bx PH, Yd G & T Co-ord	Time	Ongoing
2.5 The school is promoted in the wider community as an excellent learning environment for girls. All opportunities are used to communicate with the community, explore new	<ul style="list-style-type: none"> Publicise student achievement in all aspects of school life. Develop procedures to ensure that the newly-developed school website is regularly updated, presenting new interesting and visual material, which reflects the diversity of school life and the wide involvement and achievement of the students. Increase use of ICT in communicating with school community – digital newsletter, facebook, 	ICT Cttee	Time	Ongoing

opportunities to promote the school and publicise student achievement in all areas.	<ul style="list-style-type: none"> • Provide regular school newsletters to help promote the school, focusing on student achievement. • Seize opportunities to promote the school in all media – print, radio and visual. 	HU Hu		
2.6 The school's profile in the community is strengthened through curriculum links.	<ul style="list-style-type: none"> • Existing links are developed and communicated. • Opportunities are taken to develop new community links from within curriculum. • AGHS contributes effectively to both the Ōtākaro Kahui Ako and Grow Waitaha. 	Curriculum leaders	Time	Ongoing
2.7 Links with our partner school are strengthened	<ul style="list-style-type: none"> • The opportunities afforded by co-location enable teachers from both schools to collaborate on curriculum opportunities, planning, moderation and support. • Areas for potential curriculum collaboration are identified eg Scholarship classes; Hospitality classes; • Opportunities are taken to collaborate in co-curricular activities eg kapahaka, production 	Principals SLT	Time	Ongoing
2.8 Steps are taken to develop understandings of effective pedagogical practices in an innovative, flexible learning environment.	<ul style="list-style-type: none"> • Develop understanding of collaborative teaching practices used in ILEs • Invite teachers to reflect on possible changes they might make to embrace collaborative practice and to explore impact of making a change. • Arrange for material on ILEs to be shared with staff. • Build regular planning time into meeting schedules so teachers are able to collaborate and arrange teaching spaces to suit the learning activities for their classes 	YD and T & L Cttee HOLAs SLT	Time Funding, Time	Ongoing Term 2 onwards

Student Achievement Target 1

Strategic Goal 1	To provide a high quality teaching and learning environment so that all girls are engaged in and progress in their learning.																					
Target 1	<p>To improve achievement in Mathematics at Years 9 and 10, so that by the end of 2019 75% of our cohort will be achieving at the expected curriculum level (level 4 at Year 9 and level 5 at Year 10.)</p> <p>The Ōtākaro Kahui Ako achievement challenge focuses on lifting the achievement of Maori and Pasifika students across Years 9 and 10, and will measure progress over a three year period with the aim of 85% of Maori and Pasifika students achieving at the stated curriculum levels by the end of 2020.</p> <p>There are interim targets of 65% achievement by the end of 2018, 75% by the end of 2019 and 85% by the end of 2020.</p> <p>At AGHS we have broadened our approach and, while we will separately measure the progress and have actions specifically targeted at enhancing success for Māori and Pasifika learners, we will also be focusing on and measuring progress of the whole cohort.</p> <p>The additional resourcing via the Kahui Ako model will support our progress towards achieving the goal in Mathematics. We have Kahui Ako across school appointees, as well as within staff who have been allocated time and responsibilities to support achievement of the targets. Those across school appointees will collaborate with school staff, facilitate dialogue, provide resources, consult with curriculum leaders, initiate inquiry and provide support as teachers work with students to lift achievement</p>																					
Baseline Data	<p>Year 9 cohort</p> <p>There are 253 students in the Year 9 cohort. The ethnicities are shown in the table below.</p> <table border="1" data-bbox="907 831 1865 1241" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;">Year 9 Cohort 2019</th> </tr> <tr> <th style="text-align: left;">Ethnicity</th> <th style="text-align: center;">Number</th> <th style="text-align: center;">Percent of total Year 9</th> </tr> </thead> <tbody> <tr> <td>NZE</td> <td style="text-align: center;">159</td> <td style="text-align: center;">63%</td> </tr> <tr> <td>Māori</td> <td style="text-align: center;">61</td> <td style="text-align: center;">24%</td> </tr> <tr> <td>Pasifika</td> <td style="text-align: center;">17</td> <td style="text-align: center;">7%</td> </tr> <tr> <td>Asian</td> <td style="text-align: center;">10</td> <td style="text-align: center;">4%</td> </tr> <tr> <td>MELAA</td> <td style="text-align: center;">6</td> <td style="text-align: center;">2%</td> </tr> </tbody> </table>	Year 9 Cohort 2019			Ethnicity	Number	Percent of total Year 9	NZE	159	63%	Māori	61	24%	Pasifika	17	7%	Asian	10	4%	MELAA	6	2%
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Year 9 E-asttle Results Beginning of the year (expected 4B or above)

	Students at or above level	%	Students below level	%	Total	Overall %
Maori	28	22%	30	24%	58	48%
Pacifica	8	6%	10	8%	18	44%
Other	14	11%	16	13%	30	47%
NZ/EUR	77	61%	67	54%	144	53%
Totals	127	100%	123	100%	250	

Overall 51% of our year 9 intake were at level from our beginning of the year asttle results which means they need to increase by 24%. Overall by the end of the year there needs to be 32 more students in year 9 at level to reach our COL target of 75% at level. Specifically, so each ethnicity is reaching this target we need 12 more Maori students, 4 Pasifika, 2 other and 14 NZ/European (see table below).

	Required totals	Shift of how many students	Total	Overall %
Maori	44	16	58	
Pacifica	13	5	18	
Other	23	9	30	
NZ/EUR	108	31	144	
Totals	188	61	250	75%

Year 10

There are 216 students in the Year 10 cohort.

The ethnicity breakdown is as follows:

NZE	130	61%
Māori	51	24%
Pasifika	18	8%
Asian	16	7%

(5B or above)

	Students at or above level	%	Students below level	%	Total	Overall %
Maori	11	18%	42	27%	53	21%
Pacifica	3	5%	13	8%	17	18%
Other	10	16%	17	11%	27	37%
NZ/EUR	37	61%	84	54%	121	31%
Totals	61	100%	156	100%	217	

Overall 28% of our year 10 intake were at level from our beginning of the year asttle results which means they need to increase by 57%. Overall by the end of the year there needs to be 102 more students in year 10 at level to reach our COL target of 75% at level. Specifically, so each ethnicity is reaching this target we need 28 more Maori students, 10 Pasifika, 10 other and 54 NZ/European (see table below).

	Required totals	Shift of how many students	Total	Overall %
Maori	39	28	52	
Pacifica	13	10	17	
Other	20	10	27	
NZ/EUR	91	54	121	
Totals	163	102	217	75%

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Action Plan of Ōtākaro Kahui Ako

Target:

To increase the number of students in Years 1-10 who are achieving at or above the appropriate curriculum level in mathematics

Move success levels to 85% by the end of 2020

	Phase 1	Phase 2	Phase 3
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	Planning	Delivery	Evaluation
Intended Outcomes	Increase targeted teaching opportunities and differentiated learning options	Provide engaging opportunities for students to develop reasoning, fluency and problem solving	Monitor effectiveness of problem based learning approach
Actions	<p>Create a new junior curriculum that focuses on key competencies rather than content (achieved 2018)</p> <p>PLD for staff on Problem based learning (ongoing)</p> <p>Trial of problem based learning activities that increase student participation</p> <p>Staff collaboration on problem solving tasks</p> <p>Attend Bobbi Maths PLD to ensure consistent practice across the CoL</p> <p>Staff to use inquiry to look at effective ways of providing feedback</p>	<p>Ensure that time in each lesson per week is devoted to problem solving</p> <p>In the problem solving students work collaboratively in a flexible learning space</p> <p>Enable students to apply their knowledge in a range of contexts</p> <p>Increased student choice with a range of activities available to improve motivation</p> <p>Development of self-regulated learners (Mel interviewing students)</p> <p>Staff using live reporting to increase effective student feedback</p>	<p>Student voice to measure student attitude and enjoyment</p> <p>Teachers' evaluation of which activities work well and which don't</p> <p>Teacher feedback on effective collaborative practice and best ways of working</p> <p>Paired lesson observations to evaluate effective practice and DMIC observations</p> <p>Individual target setting in response to feedback</p> <p>Teachers measuring the effectiveness of their feedback</p>

	Utilising Education perfect tests to provide students with remediation work (differentiation)		
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Objective 2: To enable teachers to make informed comparative judgements about the progress of our students using eAsTTle data, education perfect and end of topic testing at differentiated levels

	Phase 1 Planning	Phase 2 Delivery	Phase 3 Evaluation
Intended Outcomes	Establish a consistent and accurate measure of students' progress and their curriculum level in mathematics	Enable teachers to better target the learning needs of individual learners	Monitoring student progress against targets
Actions	<p>Tests have been re-written and are no longer adaptive. Tests predominantly cover a single level (L3, L4, L5 and L6) (still only 2 strands of the curriculum) (achieved 2018)</p> <p>Initial results will be analysed and if students have scored too high, or too low, they will be given a second, more appropriate, test.</p> <p>Greater effort will be made to ensure that catch up tests are completed for absent students, to ensure greater coverage.</p>	<p>Garry Taylor from Evaluation Associates to train staff on how they can access and make best use of the eAsTTle data available (2018)</p> <p>This will enable teachers to plan their teaching around the learning needs of students</p> <p>Also education perfect training on how teachers can better utilise this resource for optimal students outcomes</p>	<p>Introduction of Mid-year eAsTTle tests to monitor curriculum levels accurately and check progress of learners</p> <p>End of year asttles to check overall yearly progress and to assess Col goals</p> <p>Consistent checking of progress across classes and analysis of any underperformance</p> <p>Evaluation of interventions to monitor impact</p>

		<p>It will also enable staff to have effective learning conversations with pupils about their progress in mathematics (using the rubric Mel is co-creating)</p> <p>This will enable learners to understand where they are at and what they need to do to improve.</p> <p>There will be a planned intervention programme for learners who are not achieving at the appropriate curriculum level or who are not making expected progress</p>	<p>Review of learners who require intervention</p> <p>Create summary report for presentation to Across School CoL – Mathematics representative & HU</p>
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Targeted Intervention Program

- KL to regularly monitor the progress of students who are not achieving the appropriate curriculum level, via discussions with classroom teachers
- KL to identify students requiring intervention based on students’ low attainment level and/or a lack of progress
- KL to liaise with staff to identify possible barriers to learning and further work to identify strategies for improving engagement, enjoyment and achievement in the subject for these students

KL to manage the program of intervention and establish best practice, as follows:

Student Groups	Intended Approach
Maori/Pasifika	KL to collaborate with Sarah Walker (In-school CoL – Cultural Responsiveness) KL to share the list of priority students in Mathematics and work with Sarah to identify strategies that can be adopted in mathematics lessons to improve attainment for these learners.

Low Attendance	<p>KL to liaise with Kaitiaki regarding how we can best manage student absence and communicate with parents around the impact this has on progress. KL to seek support from Kaitiaki in encouraging students and parents to ensure that any missed learning is caught up via assigned Education Perfect tasks.</p> <p>Also, KL will track education usage overall to ensure students across the junior school are completing set homework.</p>
Educational Needs	KL to seek advice and support from BX in meeting the needs of these students. KL to ensure classroom staff are using Pupil Profiles to inform their planning and delivery.
Low Learning potential	<p>ELA time to be spent discussing the learning needs of these students and how we can best co-plan and deliver lessons that they will be able to access.</p> <p>Liaise with Chris Rayward to see how to best utilise the school timetable to suit our low learning and disengaged students.</p>
Disengaged students/ Behavioural Issues	<p>KL/Classroom teachers to interview students to try and better understand, from a student perspective, what can be done to improve their enjoyment and engagement in mathematics.</p> <p>Liaise with Chris Rayward to see how to best utilise the school timetable to suit our low learning and disengaged students.</p>
Students who enter with an above expected curriculum level	<p>AR to monitor progress of these students to ensure there is an appropriate level of challenge in the curriculum.</p> <p>This aims to ensure that these girls are in the best position to achieve excellence at NCEA and also increase the number of mathematics scholarships in the future.</p>

Student Achievement Target 2

Strategic Goal 1	To provide a high quality teaching and learning environment so that all girls are engaged in and progress in their learning.
Target 2	To improve achievement in Writing at Years 9 and 10, so that by the end of 2019 76% of our cohort will be achieving at the expected curriculum level (level 4 at Year 9 and level 5 at Year 10.)

The Ōtākaro Kahui Ako achievement challenge focuses on lifting the achievement of Maori and Pasifika students across Years 9 and 10, and will measure progress over a three year period with the aim of 85% of Maori and Pasifika students achieving at the stated curriculum levels in Writing by the end of 2020.

There are interim targets of 68% achievement by the end of 2018, 76% by the end of 2019 and 85% by the end of 2020.

At AGHS we have broadened our approach and, while we will separately measure the progress and have actions specifically targeted at enhancing success for Māori and Pasifika learners, we will also be focusing on and measuring progress of the whole cohort.

The additional resourcing via the Kahui Ako model will support our progress towards achieving the goal in Writing. We have Kahui Ako across school appointees, as well as within staff who have been allocated time and responsibilities to support achievement of the targets. Those across school appointees will collaborate with school staff, facilitate dialogue, provide resources, consult with curriculum leaders, initiate inquiry and provide support as teachers work with students to lift achievement

Baseline Data

In addition to the writing data I am also providing the reading literacy data for the Year 9 and 10 cohorts. The reason is clear – we cannot teach writing in isolation. Reading exposes students to new language and ideas, new structures and inspiration. An effective writing programme has to be tackled as part of an effective literacy programme involving reading, writing and speaking. Below is recorded the reading literacy data, the first set of data gathered for the cohorts.

Year 9 asTTLE Reading Results

All Students			
Total Records	Incomplete	Complete	
232	4	228	
Number Below 4	65	Percentage Below 4	28.51
Number at 4	120	Percentage at 4	52.63
Number above 4	43	Percentage Above 4	18.86

Maori Students			
Total Records	Incomplete	Complete	

57	1	56	
Number Below 4	17	Percentage Below 4	30.36
Number at 4	35	Percentage at 4	62.50
Number above 4	4	Percentage Above 4	7.14

Pacifica Students			
Total Records	Incomplete	Complete	
13	0	13	
Number Below 4	6	Percentage Below 4	46.15
Number at 4	6	Percentage at 4	46.15
Number above 4	1	Percentage Above 4	7.69

The reading literacy data shows that for all Year 9 students, 72% are achieving at or above the expected curriculum level at the beginning of the Year 9 year. For our Maori students at Year 9, 68% are achieving at or above the expected level and 54% of Pasifika students are achieving at or above the expected level.

Year 10 asTTLE Reading Results

All Students			
Total Records	Incomplete	Complete	
194	0	194	
Number Below 5	137	Percentage Below 5	70.62

Number at 5	48	Percentage at 5	24.74
Number above 5	9	Percentage Above 5	4.64

Maori Students			
Total Records	Incomplete	Complete	
46	0	46	
Number Below 5	38	Percentage Below 5	82.61
Number at 5	6	Percentage at 5	13.04
Number above 5	2	Percentage Above 5	4.35

Pacifica Students			
Total Records	Incomplete	Complete	
16	0	16	
Number Below 5	14	Percentage Below 5	87.50
Number at 5	2	Percentage at 5	12.50
Number above 5	0	Percentage Above 5	0.00

Results at Year 10 caused some dismay and then some clarification about test-setting was sought. We learned that our approach to test setting has provided some skewed results but have included them anyway. It will be an interesting comparison with the final writing data.

The reading testing showed the most students at the beginning of the year were not able to achieve at the level expected of a Year 10 students. However, we anticipate a much improved end of year result, as we will have modified our testing approach and have completed some solid literacy teaching.

The data for Year 10 at the beginning of 2019 showed that only 29% of all Year 10s were achieving at or above the expected level; 17% of Maori students and 6 % of Pasifika.

WRITING DATA

Year 9 Writing Results

All Students beginning of year writing results			
Total Records	Incomplete	Complete	
253	37	216	
Number Below 4	76	Percentage Below 4	35.19
Number at 4	81	Percentage at 4	37.50
Number above 4	59	Percentage Above 4	27.31

Māori Students – Beginning of year writing			
Total Records	Incomplete	Complete	
62	9	53	
Number Below 4	23	Percentage Below 4	43.40
Number at 4	19	Percentage at 4	35.85
Number above 4	11	Percentage Above 4	20.75

Pasifika Students – Beginning of year writing			
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Total Records	Incomplete	Complete	
17	2	15	
Number Below 4	5	Percentage Below 4	33.33
Number at 4	10	Percentage at 4	66.67
Number above 4	0	Percentage Above 4	0.00

Year 10 Writing Results

All Students – Beginning of Year writing			
Total Records	Incomplete	Complete	
215	35	180	
Number Below 5	83	Percentage Below 5	46.11
Number at 5	76	Percentage at 5	42.22
Number above 5	21	Percentage Above 5	11.67

Māori Students – Beginning of year writing			
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Total Records	Incomplete	Complete	
51	9	42	
Number Below 5	24	Percentage Below 5	57.14
Number at 5	15	Percentage at 5	35.71
Number above 5	3	Percentage Above 5	7.14

Pasifika Students – Beginning of year writing			
Total Records	Incomplete	Complete	
18	4	14	
Number Below 5	8	Percentage Below 5	57.14
Number at 5	5	Percentage at 5	35.71
Number above 5	1	Percentage Above 5	7.14

The beginning of year writing data shows that the challenge is greater at Year 10 to reach the target than at Year 9.

At Year 9, the completed data shows a pattern overall of 65% of students at the beginning of the year being at or above the expected level. The data further breaks down to showing that the data for both Māori and Pasifika subsets of Year 9 learners is lower than the overall data. Only 43 % of Māori Year 9 learners and 43% of Year 9 Pasifika learners are writing at the expected level. This represents another 33% of the available Maori and Pasifika students need to improve to achieve at the expected level if this writing goal is to be achieved. This means another 16 Maori students need to achieve the expected target and a further 6 Pasifika students by the end of the year.

At Year 10, while the overall percentage of students achieving at or above the expected level was 54%, it was a lower and identical figure for both Maori and Pasifika learners, with 43 % achieving at or above the expected level. There is more ground to be made up at Year 10 for students to reach the expected level before moving in to the senior school environment where there are expectations of solid literacy achievement to be able to access the senior curriculum content and assessment materials.

Action Plan

What?	Who?	How?	Timeframe
Identify students ethnicity and note on class lists.	Class teacher	Access information on KAMAR.	Beginning of year.
Identify students who are not achieving at expected curriculum level (level 4 at Year 9 and level 5 at Year 10)	Class teacher	Access beginning of year testing results from KAMAR.	Term 1
Access any special learning information about students.	Class teacher	Access learner profiles on KAMAR.	Term 1
Identify any students at Year 9 in LDP programme and liaise with teacher re programme and aligning to support class programme	Class teacher and HOD Learning Support.	Arrange meeting.	Term 1
Support progress of targeted and identified students.	Class teachers; Learning Support Department.	Possibility of small group tutoring to address deficits.	Ongoing
Follow steps in Kahui Ako action plan – yet to be released.	Teachers		Ongoing
Monitor progress and devise further interventions for students failing to progress	HOLA; teachers	Assessment at mid-point of year.	End of term 2/early term 3.
Focus on implementing culturally responsive practices to engage all learners	Teachers	Input from Kahui Ako across and within school staff with responsibility for cultural responsiveness	Ongoing.
Acknowledge and celebrate success	Teachers and students	Individual teachers will have their own ways to recognise progress.	Ongoing
Be explicit about goals and the progress that is needed. Provide formative feedback to support learning progress.	Teachers	Regular communication with students in class will enable this information to be shared. Feedback mostly on an individual basis, can be written or oral.	Ongoing
Participate in class meetings and share agreed strategies across	Teachers, Literacy within school teacher	Led by literacy teacher who guides discussion and reaches agreement on	Ongoing

learning areas for structuring writing.		strategies to reinforce writing approaches across learning areas.	
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The Kahui Ako within school literacy leader plans to support staff in improving literacy outcomes for our students by working with the Heads of Learning Areas on:

- Increasing teachers' knowledge about literacy learning by supporting teachers to identify student literacy needs and facilitating professional development for teachers in literacy skill development.
- Supporting teachers to deliberately use an extended range of literacy strategies aimed at addressing literacy needs
- Sharing strategies and approaches and resources in a central place.

Student Achievement Target 3

Strategic Goal 1	To provide a high quality teaching and learning environment so that all girls are engaged in and progress in their learning.				
Target	To improve achievement of NCEA Level 3 so that by the end of 2019, 79% of eligible Year 13 students will have achieved NCEA Level 3.				
Background	<p>This is a specific achievement challenge approved for our Kahui Ako. It has been decided on as a challenge as both secondary schools in the Kahui Ako find that achievement of Level 3 is below achievement of the two previous years of NCEA. In particular there is concern about the drop in achievement for Māori and Pasifika students at Level 3. The time frame for this target is for 85% of final cohort students to achieve NCEA Level 3 by the end of 2020, with a particular focus on improving the achievement rates at Level 3 of Māori and Pasifika students.</p> <p>The targets increase incrementally over a three year period. In order to achieve the 85% target by the end of 2020, we need to achieve 79% for 2019:</p> <table style="margin-left: 40px;"> <tr> <td>2019</td> <td>79% achieve NCEA Level 3</td> </tr> <tr> <td>2020</td> <td>85% achieve NCEA Level 3</td> </tr> </table>	2019	79% achieve NCEA Level 3	2020	85% achieve NCEA Level 3
2019	79% achieve NCEA Level 3				
2020	85% achieve NCEA Level 3				
Baseline Data	<p>The data below was submitted as initial documentation for the Ōtākaro Kahui Ako achievement challenge. It provides data for this target for 2016 for the two secondary schools in the community of learning, Shirley Boys' High School and Avonside Girls' High School. Below the 2016 data, is the relevant achievement data for 2017 results for AGHS.</p> <p>At the end of 2016, 67% (175/260) of our year 13 students gained NCEA level 3 or above and we aim to increase this to 85% (221/260) by the end of 2020.</p>				

Name of School	Total number of students in Year 13, 2016	Total number of students achieving NCEA Level 3	Shift required to achieve 85%
SBHS	153	106 (69%)	24
AGHS	107	69 (64%)	22
	Total number of Māori students in Year 13	Total number of Māori students achieving NCEA Level 3	Shift required to achieve 85%
SBHS	62	37 (60%)	16
AGHS	15	7 (47%)	6
	Total number of Pasifika Students in Year 13	Total number of Pasifika students achieving NCEA Level 3	Shift required to achieve 85%
SBHS	17	7 (41%)	8
AGHS	9	1 (11%)	7
Year 13 combined total	260	175 (67%)	46
Interim targets	Total students	Total target number (%)	Total number shift required
2018	260	190 (73%)	15
2019		205 (79%)	15
2020		221 (85%)	16

Narrative

Percentage achieving NCEA Level 1, 2 & 3, 2016

SBHS	Year 11 (level 1)	Year 12 (level 2)	Year 13 (level 3)
2015	80.8	79.8	71.5
2016	87.2	86.9	64.8
AGHS	Year 11 (level 1)	Year 12 (level 2)	Year 13 (level 3)
2015	73.4	81.9	79.5
2016	84.9	80.6	64.5

While our achievement levels for level 1 and level 2 are good, the achievement level falls at level 3. We have identified that additional pathways at year 12 and 13 are required if we are to better address the learning needs of senior students, some of whom do not require NCEA level 3 to enable them to find a rewarding career path, after leaving school. It is accepted however that a large group of our learners at year 12 and 13 need extra support so that retention, attendance and student wellbeing issues can be addressed. We believe that attention to these areas of need will help academic performance to improve at level 3. One final point however needs to be emphasised, a better tracking mechanism for post school activity must be found, in order for the Ōtākaro Kāhui Ako to ensure that school initiatives to support student pathway success, do actually lead to post school success.

AGHS Level 3 Achievement Data

This roll-based data shows the achievement at Level 3 NCEA over the past four years, as well as achievement for Māori and Pasifika at NCEA Level 3:

AGHS NCEA Level 3 Achievement 2015-2018			
Year	Overall	Maori	Pasifika
2015	78.1	68.0	63.6
2016	61.1	33.3	15.4
2017	68.9	65.2	28.6

2018	67.7	47.8	50
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Commentary

- The data shows that the 85% overall target is a challenging one, as the closest we have come to achieving that is in 2015.
- A gap exists in achievement for Māori and Pasifika students, compared with the overall results.
- Numbers of Pasifika students are small, which can account for significant variations from year to year.
- While over the past four years the overall results range within ten percentage points, results for Maori and Pasifika fluctuate widely from year to year. Achieving more consistent results for these learners, in line with overall results is a clear goal.

Action Plan

What?	Who?	How?	Timeframe
Liaise with partner school in devising and implementing action plan to improve achievement.	Responsibility of within school role for this target – AS, in liaison with other key staff.	Regular meetings with SBHS within school L3 achievement role.	Each term.
Reinforce importance of cultural competence for teachers so that there is inclusive classroom culture and equal expectations and possibilities for all girls to achieve.	Responsibility of within school role for this target – Wk, in liaison with other key staff.	Staff PLD; Resourcing of staff; Liaison with across school cultural responsiveness role.	Ongoing
At risk list created for Year 13 level; Kaitiaki to discuss with pouako students on their list.	AS	Look at achievement data, attendance data and knowledge of students to create at risk list	Term 1
Pouako to monitor progress closely, update KAMAR Pastoral and keep kaitiaki informed	Pouako	Use of ako time conversations, attendance data, achievement data.	Ongoing

Involve each student in goal setting exercise through vertical form class to establish goals for year.	Pouako	Use of Ako time.	First half of term 1, and then reviewed each term.
Goal setting for Year 13 students through 3 way meeting at Learner Hui.	Pouako, whānau and students	Learner hui	March
Have high expectations of students and support them to achieve.	Class teachers	Tell students of expectation that they are punctual, equipped for class, in class, use learning time effectively, completing work and present at assessments.	Ongoing
Encourage students to track their achievement.	Class teacher	Use NZQA App to track achievement progress, or some other effective method.	Ongoing
Provide formative feedback to enable students to make changes needed to achieve success.	Class teacher	Use of Moodle, One Note or other e-learning tool to invite students to submit work for feedback. Provide written or verbal feedback on quality of work and share success criteria.	Ongoing.
Review courses to ensure that there are appropriate and sufficient standards to enable ample opportunity for students to achieve.	HOLAs, HODs	Explore range of standards available to see whether there are ones appropriate for the course that also would provide opportunity for students who struggle to experience success.	Ideally in term 4 of previous year, but also terms 1 and 2 prior to publication of course booklet.
Identify areas of strength and need, and target programme accordingly, differentiating so that students can achieve.	Class teachers	Monitor progress overall. Talk to students not achieving, to try and identify and remove barriers to learning, as well as using strategies that are more likely to succeed.	On going

Motivate students by showing them what is expected of them.	Class teacher	Provide models and exemplars of what success in the learning task looks like. Display in classroom.	Ongoing
Encourage teachers to provide assessment results in a timely manner	Class teacher; HOLA	Encourage teachers to enter completed assessment results on KAMAR in a timely manner so that students are regularly updated on their progress and mentors are able to use accurate data to support students.	Ongoing
Make use of the MOE Achievement, Retention Transition (ART) methodology to select an at risk group of students for special attention. Adopt 'Numbers, Names and Needs' philosophy.	Head of Level, Dean, form teachers	Contact parents and enlist support. Meet with parents if desired. Meet regularly with students to monitor achievement. From mid term 2 at risk list of students who are at risk of not achieving NCEA Level 3 is identified and the programme then begins.	Term 2 ongoing
Encourage students to take up opportunities to get support for learning success	Kaitiaki, pouako, HOLAs, class teachers	Refer students to tutoring, Homework club, or to seek support from class teachers.	Ongoing.
Use Teaching as inquiry process to investigate achievement at Level 3 to inform approach to lifting achievement, and share with other staff	Teaching staff; teacher with 'within school' Kahui Ako role for Level 3 achievement. (AS)	Through inquiry as part of appraisal system and through sharing at ELAs and wider staff through staff forum.	Ongoing
Reinforce message of importance of preparing for and sitting external standards to minimise attitude that external assessments are optional	Principal/Head of Level/Kaitiaki/pouako/ class teacher	Through whole school and level assemblies, classes, form classes, communication with parents.	Ongoing.

Where appropriate, adjust individual students' assessment programme to tailor it for individual needs, as some students will experience success if engaged in a reduced course and if they are given longer to master their learning prior to assessment.	Head of Level/Kaitiaki/pouako/ class teacher	A personalised learning approach extends to assessment programmes. Subject teachers conference with students and agree on appropriate individual assessment plan.	Ongoing.
Review programmes of learning to ensure course offerings meet current student need and are in line with our school's Vision for Learning.	HOLAs/ELAs/C & A	C& A programme of course review in line with Vision for Learning.	Term 2.

Student Achievement Target 4

Strategic Goals 1	To provide a high quality teaching and learning environment so that all girls are engaged in and progress in their learning.
Target 4	To improve achievement of NCEA Level 1 so that at least 80% of our Year 11 cohort in 2019 achieve NCEA Level 1, and to focus on lifting the achievement of Māori and Pasifika students at NCEA Level 1.

(For 80% of Māori students to achieve NCEA Level 1, 28 out of 35 Maori students will need to be successful.

For 80% of Pasifika students to achieve NCEA Level 1, 9 out of 11 Pasifika students will need to be successful.)

Background

NCEA Level 1 achievement has been lower than nationally achieved rates for Year 11 students and for students from similar schools. While achievement has fluctuated for Year 11 cohorts over recent years, we want to focus on ways of supporting a consistently high rate of achievement year after year.

Baseline Data

NCEA Level 1 Results for the Year 11 Cohort over the past four years. This is roll-based data.

AGHS NCEA Level 1 Achievement 2015-2018			
Year	Overall	Maori	Pasifika
2015	72.9	63.0	41.7
2016	84.4	76.5	91.7
2017	73.1	62.8	40.0
2018	69.6	41.7	52.9

Numbers of Maori and Pasifika in Year 11 Cohort 2019	
Māori	48 (23% of cohort)
Pasifika	11 (5% of cohort)

Commentary:

- The achievement data for the past three years shows significant fluctuations and swings from below national achievement and decile band achievement, to above, from one year to the next. 2015 and 2017 are years where achievement is below and 2016 achievement exceeds both the other comparisons.
- Achievement for Māori and Pasifika students lags behind overall achievement.
- Numbers of Pasifika students is relatively small, so contributes to apparent lurches in achievement.
- For 80% of the Maori students to achieve NCEA Level 1, 38 students will need to achieve success.
- For 80% of Pasifika students to achieve success in NCEA Level 1, 9 of the 11 Pasifika students will need to achieve Level 1.

Action Plan

What?	Who?	How?	Timeframe
Identify students' ethnicity and note on class lists.	Class teacher	Access information on KAMAR.	Beginning of year.
Access any special learning information about students.	Class teacher	Access learner profiles on KAMAR.	Term 1
Goal setting completed with all Year 11 students and families in Learner Hui meetings.	Pouako	Learner Hui Day for 3-way conferencing.	March.
To identify and support target students within a learning area who may struggle with the literacy and numeracy demands of curriculum level 6.	HOLAs	HOLAs to share with teachers in their learning area, the names of those students who are well below curriculum level 6.	Ongoing
Sharing proven literacy and numeracy strategies to support students accessing curriculum	YD through HOLAs	YD will distribute to HOLAs who can share with teachers in the learning area.	Ongoing
Formulate an at risk list of students who will struggle to achieve NCEA Level 1 in their Year 11 year.	PH and AS, with input from kaitiaki.	Data, both quantitative and qualitative, will be accessed to inform the collation of students on the list.	Term 1
Lists to be regularly updated, monitored and shared with kaitiaki at fortnightly pastoral meetings.	PH and pastoral staff	All pastoral interactions to be recorded on KAMAR, and attendance and achievement data regularly perused for signs of progress or concern.	Ongoing.
Kaitiaki to liaise with pouako re students on the at risk list and enlist their mentoring and monitoring support.	Kaitiaki, pouako	Through one-on-one meetings; emails; pou meetings.	Ongoing.
Pouako to monitor and mentor at risk students in ako time, follow up absences, monitor achievement progress, support communicate with whanau,	Pouako	As outlined – and interactions recorded on KAMAR Pastoral.	Ongoing

Input with students on arrange of topics to support their independence and self-regulation – on keeping track of credits, on strategic programme planning with teachers and on downloading the NCEA APP to keep track of credits achieved.	YD, PH	At Year 11 assemblies	Scheduled for term 2
Use predictions to enable targeted support for students	Class teachers Pouako	Enter predictions on KAMAR Access predictions and refer to those to inform appropriate mentoring discussions with students. Pouako to email names of at risk students to kaitiaki	Term 2 and term 3. Process to be repeated and ongoing
Use of inquiry, cultural responsive pedagogy and student voice to support pedagogy that impacts on student engagement and learning	Class teachers	Through school inquiry and PLD.	Ongoing

4. Analysis of Variance

Student Achievement Target 1 was:

- To improve achievement in Mathematics at Years 9 and 10, so that by the end of 2018 65% of our cohort will be achieving at the expected curriculum level (level 4 at Year 9 and level 5 at Year 10.)

Commentary:

We belong to the Ōtakaro Kahui Ako and in the first full year of operation had as one of the achievement targets improvement across the Kahui Ako in Mathematics, with a particular focus on improving the achievement of students at year 9 and 10, especially for our Māori and Pasifika learners.

There was Mathematics PLD provided for the Kahui Ako teachers. It focused on DMIC (Developing Mathematical Inquiry Communities) and is based on the work of Dr Bobbi Hunter from Massey University.

At Avonside Girls' High School we also accessed PLD via Mel Stopford of Core Education. She worked with the AGHS teachers of Mathematics, providing a coaching model to support effective classroom practice, and supporting them to implement problem-solving collaboration in Year 9 classes.

An Avonside staff member had a 'within school' role to support the improved achievement of our students in Mathematics.

Below is her mid-year update on student progress:

Last term the junior school completed a mid-year e-asttle test with majority of the classes showing great improvement and we had 100% completion of the test. From the results, we were comparing the raw scores from their beginning of year e-asttle results and looking for at least 15 points improvement. The year 10 classes ranged from 4.6-25.6 points improvement with an average across the level of 17.4 points improvement. The year 9 classes showed an overall improvement of 16 points, also which was very pleasing. From these results, I refined our students at risk list and were able to remove a significant number of students off the list. Now the teachers have a small number of focus students, which they are working closely with Mel to put some strategies into place to help them with their learning going forwards. We are also in the process of having interviews with a select number of our focus students to gain more student voice on how they would like to learn mathematics.

The focus across the COL has been on DMIC training and we have had two combined sessions with Shirley boys this term to focus on conducting a problem-solving lesson. This is being followed up by some observations next term by one of the instructors to help give teachers necessary feedback on conducting a DMIC session.

There was increased emphasis and focus on getting to know the students and to find out how best to support their learning. A focus list of 'at risk' students was developed at each junior year level and progress of those students was closely monitored.

The data gathered in 2016 indicated that the results of our Māori and Pasifika students in mathematics was a major concern, and so ways were explored to provide a more culturally responsive approach to learning in Mathematics and work on this front needs to continue.

Work to improve learning outcomes in Mathematics has formed an ongoing collaborative inquiry with the Mathematics teachers.

Outcome:

The table below shows the gains made since the data was gathered in 2016 as the Kahui Ako principals gathered to look at the data sets for each school and to decide on common achievement challenges that could be set across both schools. While we are not there yet, the data shows significant improvement for the 2018 junior students compared with the data set for 2016.

	Total Students 2016	Total students 2018	Total number of students achieving at appropriate curriculum level at end of 2016	Total number of students achieving at appropriate curriculum level at end of 2018
Year 9 students	183	210	51 (28%)	136 (65%)
Year 9 Māori students	42	48	7 (17%)	26 (54%)
Year 9 Pasifika students	11	14	1 (9%)	8 (57%)
Year 10 students	195	186	45 (23%)	99 (53%)
Year 10 Māori students	49	41	10 (20%)	18 (44%)
Year 10 Pasifika students	14	10	0 (0%)	5 (50%)

The data gathered at the beginning of 2018 showed the following improvement that has been achieved for the cohorts of Year 9 and 10 students at Avonside Girls' High school this year:

% AGHS students achieving at expected curriculum level in Mathematics	Beginning of 2018	End of 2018
All Year 9	49	65
Year 9 Māori	39	54
Year 9 Pasifika	44	57
All Year 10	36	53
Year 10 Māori	30	44
Year 10 Pasifika	50	50

The table shows that the Kahui Ako target set of 65% of students in each cohort achieving at the expected curriculum level was achieved at Year 9 in 2018 but not at Year 10. Improvement and progress towards the target was similar with 16% improvement in the course of the year at Year 9 and 17% at Year 10.

Priority learners improved but are still behind other learners in achievement. 15% more Maori learners achieved at the expected curriculum level by the end of Year 9, and 14% more by the end of Year 10. At Year 9, 13% more Pasifika learners were achieving at expected level by the end of the year, but there was no increase at Year 10 in the course of the year, of learners achieving at the expected level.

Next Steps:

Improved achievement in Mathematics for our junior cohorts of students remains a Kahui Ako and school-wide priority.

The work continues in developing mathematics communities of inquiry, with PLD across the Kahui Ako.

The across school and within school roles support teachers in their work to lift achievement.

Expanding teachers' understanding of culturally responsive pedagogies is also a priority to support accelerated achievement for our Māori and Pasifika learners.

Student Achievement Target 2 was

- To improve writing at Years 9 and 10 so that by the end of the 2018, 68% of our cohort will be achieving at the expected curriculum level (level 4 at Year 9 and Level 5 and Year 10).

Commentary

This target is also a Kahui Ako target across all 7 schools in the Community of Learning.

While all 7 schools agreed to this target it has taken some time to establish how we proceed in a coordinated way to make progress with this target.

There is an across school appointee who is coordinating work on improving student writing, as well as a within school role at AGHS.

The KA target is specifically focused on the achievement of boys from Years 1 – 10 and of all Māori and Pasifika learners.

At AGHS we have focused on the achievement of all our learners.

The staff member who had responsibility for this role, had a significant period of absence due to serious illness and so I have relied on the HOLA to provide the end of year data for writing.

There was some missing data for a number of reasons:

- Some students arrived during the year and there was no baseline data for them.
- Some students were absent due to prolonged illness.
- Some students did not submit the work despite being present during the assessment.

Outcome

End of Year 2018 Year 9 Writing Results			
Year 9	All	Māori	Pasifika

Below expected curriculum level	26%	44%	40%
At or above expected curriculum level	71%	52%	60%
No result/absent	3%	4%	-

End of Year 2018 Year 10 Writing Results			
Year 10	All	Māori	Pasifika
Below expected curriculum level	24%	23%	30%
At or above expected curriculum level	72%	70%	70%
No result/absent	4%	7%	-

The pleasing outcome is that at both Years 9 and 10, the Kahui Ako writing target for 2018 was met. The goal was for 68% of students within each cohort to be achieving at the expected curriculum level. The results were consistent with 71% and 72% of students at Years 9 and 10 respectively achieving at the expected level.

Another pleasing aspect is the breakdown of achievement for Maori and Pasifika learners at Years 9 and 10 where there is consistent achievement for all learners in writing at this level.

Next steps

English teachers have decided that they are going to explicitly teach grammar, punctuation and spelling skills throughout the year to support student writing progress.

The Kahui Ako Literacy within school staff member will develop teacher resources along with the HOLA English.

Increase students' writing mileage by writing regularly for at least ten minutes.

Bring in more Maori and Pasifika voice into junior English programmes.

Continue to liaise with Kahui ako across school writing role.

Student Achievement Target 3 was:

- To improve achievement of NCEA Level 3 so that by the end of 2018, 73% of eligible Year 13 learners will have achieved NCEA Level 3

Commentary

This target is also a Kahui Ako target as both secondary schools in the Kahui Ako note that achievement of NCEA Level 3 drops off compared to the two previous years of NCEA, and that Māori and Pasifika learners achievement of Level 3 is not at the same level as other learners.

We devised an action plan of interventions to support improved student achievement of level 3. Actions encompassed ensuring course selection was a good fit for students' interests, abilities and aspirations; articulation of high expectations to students for their attendance and high standard of work completion; articulation of expectations of teachers, pouako and kaitiaki to communicate with students and whanau where there were concerns; and effective use of ako time for goal-setting and to check in with students on their progress. An at risk list was drawn up and shared with kaitiaki; students were mentored and coached and contact made with home.

What transpired was our awareness of the significant number of our students who leave in the course of the year, but who still impact on our official data as not achieving NCEA Level 3.

Outcomes

Name of School	Total number of students in Year 13, 2016	Total number of students March 1 in Year 13, 2018	Total Number of students achieving NCEA Level 3 (%) 2016	Total Number of students who achieved NCEA Level 3 (%) 2018
AGHS	107	143	69 (64.5%)	92 (64.33%)
	Total number of Maori Students in Year 13		Total Number of Maori students achieving NCEA Level 3	
AGHS	15	21	7 (46.7%)	12 (57%)
	Total number of Pasifika Students in Year 13		Total Number of Pasifika students achieving NCEA Level 3	
AGHS	9	10	1 (11.1%)	4 (40%)

Narrative:

Of the 143 students on 1 March 2018, 51 did not achieve L3 NCEA for the following reasons:

Student 1: <i>left school 20/9/18</i>	Student 27: 78% attendance. Mental Health Issues. Poor engagement.
Student 2: working at Level 1-2 – ESOL	Student 28: <i>left school 15/5/18</i>

Student 3: <i>left school 3/7/18</i>		Student 29: <i>left school 23/8/18</i>	
Student 4: 75% attendance. Father passed. Refused help.	13 cr	Student 30: <i>left school 26/6/18</i>	
Student 5: Only attempted 2/10 externals. Failed both.	38 cr	Student 31: <i>left school 19/3/18</i>	
Student 6: <i>left school 6/7/18</i>		Student 32: <i>left school 20/9/18</i>	
Student 7: 87% attendance. Found work at L3 difficult, but tried.	33 cr	Student 33: Failed both externals worth 10 cr	50 cr
Student 8: 87% attendance. Mental health issues. Accepted support.	26 cr	Student 34: 70% attendance. Poor engagement with support offered.	22 cr
Student 9: <i>left school 22/6/18</i>		Student 35: <i>left school 20/6/18</i>	
Student 10: <i>left school 13/3/18</i>		Student 36: <i>left school 7/11/18</i>	
Student 11: <i>left school 16/3/18</i>		Student 37: 87% attendance. Poor engagement with support offered.	24 cr
Student 12: Over committed outside school. Lack of parental support.	35 cr	Student 38: 69% attendance. Refused help. Work too difficult.	12 cr
Student 13: Enrolled in 6 Externals. Attempted 3 and failed them all.	58 cr	Student 39: working at L1-2	
Student 14: 77% attendance. Low commitment. Refused support.	17 cr	Student 40: working at L1-2	
Student 15: <i>left school 3/7/18</i>		Student 41: 70% attendance. Refused help. Work too difficult.	6 cr
Student 16: <i>left school 7/6/18</i>		Student 42: 54% attendance. Only partial L3 student	5 cr
Student 17: <i>left school 14/5/18</i>		Student 43: ESOL. Work too difficult.	12 cr
Student 18: 75% attendance. Did not attend externals	37 cr	Student 44: 84% attendance. Poor engagement with support offered.	23 cr
Student 19: 74% attendance. Found work at L3 difficult.	8 cr	Student 45: 70% attendance. Refused help. Working at L1-2	
Student 20: Enrolled in 6 Externals. Only attempted 2. Failed 1.	57 cr	Student 46: <i>Left school 14/6/18</i>	
Student 21: <i>left school 9/5/18</i>		Student 47: Did not attend Externals	47 cr
Student 22: 63% attendance. ESOL. Non NCEA		Student 48: <i>Left school 3/8/18</i>	
Student 23: <i>left school 8/6/18</i>		Student 49: <i>Left school 18/8/18</i>	
Student 24: 83% attendance. Did not attend Externals.	47 cr	Student 50: <i>Left school 4/5/18</i>	
Student 25: <i>left school 8/5/18</i>		Student 51: <i>Left school 3/7/18</i>	
Student 26: <i>left school 7/3/18</i>			

Positive interventions trialled by AGHS in 2018:

- Identification of all out At Risk students
- Gathered data on what the barriers are to student success
- Gathered data in the form of predicted grades from staff and used this to further inform us.
- Tracked students closely: attendance, credits gained, % of achievement, pastoral count, weekly reports.
- 1:1 Mentoring of students in order to monitor/improve their commitment to assessments and learning.
- Liaised with Ako and subjects teachers as well as whanau.
- Survey in Term 1 of Y13 students - almost 100% response rate.
- Encouraged use of NCEA App for self-management
- Handed out Wall planner calendars for self-management of assessment dates.
- Other school initiatives: The Step Up programme to enable students to gain more internal credits in Term 4.

Major concerns:

- With this cohort, poor attendance was the biggest barrier to success.
- Students leaving throughout the year – though the vast majority left to attend a course or work full time.
- Students in L3 but enrolled in L1-2 subjects.
- Students in L3 but cannot academically access the work – despite having gained L2 (sometimes only just).
- Students refusing to accept help

- Students not going to mid-year exams and subsequent end-of-year exams.
- Students not having an understanding of how NCEA or UE works.

While the official NCEA data shows achievement of NCEA Level 3 at 64%, this data includes students who left within the course of the year, to access either full time employment or further study. These students did not have the opportunity to complete NCEA Level 3. If we remove those 25 students from the data and calculate the number and percentage of students who attended for the full year in 2018 and were therefore in a position to complete a full year's course, we see that 92 out of 118 students who completed the year achieved NCEA Level 3. This represents a success rate of Year 13 students achieving Level 3 of 78%.

Next steps

Continue to work on identifying students at risk of not achieving Level 3 and offer timely coaching and support.

Involve and communicate with families.

Support students to manage assessment load.

Involve pouako (vertical form teachers) and advise teachers of girls who are on the at risk list.

Encourage involvement in Step Up programme in term 4 to complete assessment work.

Achievement Target 4 was

- **To improve achievement of NCEA Level 1 so that at least 80% of our Year 11 cohort in 2018 achieve NCEA Level 1, and to focus on lifting the achievement of Māori and Pasifika students at NCEA Level 1**

Commentary

NCEA Level 1 results have fluctuated for our Year 11 students over the years, so we planned a focus on Level 1 achievement in the hope of supporting more consistent achievement in line with other schools.

We do not introduce NCEA credits and assessment in the junior school so expect our students to be able to achieve the 80 credits required for the qualification within the course of their Year 11 year. Of course, we acknowledge that there will be some students for whom achievement of Level 1 in Year 11 will be too ambitious and a more realistic goal would be to achieve NCEA Level 1 over a two year course of study.

A range of measures were in place to support students achievement of Level 1, ranging from staff predictions, compilation of an at risk list, close monitoring of students, provision of additional staffing to support identified students to achieve numeracy credits, provision of a Step Up programme for students to continue to work on submitting work for assessment once external examinations had started.

Outcomes

NCEA Level 1 Achievement at AGHS 2014 - 2018			
Year	All Students %	Māori %	Pasifika %
2014	80	63	46.7
2015	76.5	63	38.5
2016	87.3	76.5	91.7
2017	74.9	64.3	40
2018	68.9	42.9	50

The Level 1 results came as a great disappointment as all monitoring and previous indications suggested we were on track to achieve at least a 76% success rate, short of the target of 80% but possibly able to come closer in the time leading up to the external examinations.

We interrogated the data and tried to identify factors contributing to the lowest achievement rate at Level 1 over recent years.

We identified a range of contributing factors. Some involved particular courses which had very low achievement rates. Improving and supporting teacher efficacy and managing assessment in different ways would support future improvement.

Student choices also were significant contributing factors. Some students did not submit work for assessment; others who were invited to be part of the Step Up programme to enable work to be completed for assessment, chose not to attend; others failed to attend the external assessments needed to provide the required credits for NCEA.

Twenty-five students achieved between 60 and 80 credits so were close to achieving NCEA Level 1.
Of those 25 students,

- 9 did not achieve the required 10 numeracy credits. Two of those 9 students had enough credits for Level 1, but failure to achieve 10 numeracy credits means that they cannot be awarded Level 1.
- 8 had attendance of 90% or more.
- 4 failed to achieve any credits in a subject that had a very low pass rate.
- 6 failed to turn up for any external examinations despite needing to pass those assessments to achieve NCEA.
- 8 needed only one more standard to achieve NCEA.

The overwhelming impression is that it should have been possible for some of those students close to 80 credits to have achieved NCEA.

Next steps

- Continue to work closely with students and whanau.
- Compile at risk list
- Devise ways to inform and involve classroom teachers as well as mentors about at risk students
- Continue with mentoring of students.
- Involve teachers so that feedback is targeted and specific and students know what they need to do to improve their results.
- Review prediction process and have staff update predictions as year progresses so that initial impressions are adjusted as further evidence of learning is available.

Achievement Target 5 was

- To focus on the achievement of students who failed to achieve NCEA Level 1 in 2017, achieving between 60 and 79 credits, so that they are supported to achieve both NCEA Level 1 and Level 2 in 2018.

Commentary

Our analysis of the NCEA Level 1 achievement in 2017 highlighted that there were students who were capable of achieving level 1 and so the focus was to accelerate the learning of those identified students so that they not only completed Level 1 in 2018 but also achieved NCEA Level 2 in 2018.

All students were linked in the Motivationz mentoring. The girls met weekly and set goals throughout.

Kaitiaki had an in depth “at risk list” which enabled them to meet and create IEPs with those students who had not achieved and monitored them and their progress.

Students were also linked into Māori or Pasifika guidance if applicable, which worked well.

Students’ course selection supported interests and passions and appeared to be instrumental in gaining credits. Working through the Careers Coordinator and the linking into dual pathways supported the achievement of some students.

Outcomes

We originally circulated a list of 18 focus students. However, we had 46 students in total who did not achieve NCEA Level 1 in 2017.

Of those 46 students, 9 did not return to school for the start of 2018.

A further 5 students left school in the course of the year, leaving us 30 students who stayed with us for the course of the year and for whom we adopted the strategies to support their achievement of both Level 1 and Level 2 in 2018.

Of those 30 students, 22 achieved both NCEA level 1 and level 2.

We are very pleased at such a positive outcome, as we had originally had the achievement of both Level 1 and Level 2 for the 18 students on our identified list. For 22 students to have achieved this target represents very welcome success.

I feel that our approach of providing support for all students who had not achieved Level 1 and Level 2 was the right one, as the information provided below shows that it was possible for students outside the target group to achieve Level 2 and complete Level 1 in the course of one year, even if the Level 1 achievement had been rather low.

Six of our students outside our initial list, and therefore had achieved fewer than 60 level 1 credits in their Year 11 year, but managed to achieve accelerated success in their second year of study. Success factors may well have been the fresh start, the support provided, or the ability to gain credits in areas where they had a passion or interest.

The list shows the credits achieved in NCEA Level 1 in 2017 for the 22 students who achieved Level 1 and Level 2 in 2018:

Students	Number of credits achieved in Level 1 in 2017
Student 1	78
Student 2	78
Student 3	77
Student 4	77
Student 5	77
Student 6	75
Student 7	75

Student 8	74
Student 9	72
Student 10	71
Student 11	69
Student 12	69
Student 13	68
Student 14	67
Student 15	66
Student 16	60
Student 17	54
Student 18	52
Student 19	38
Student 20	37
Student 21	37
Student 22	34

Next Steps

We can take encouragement that failure to achieve the goal of Level 1 in the first year of study does not mean that such students are therefore set on a path of failure. The lesson we have taken to is persevere with working with our students and to find ways to encourage them to succeed as this work has demonstrated that we can support these students to experience success in achieving both Level 1 and Level 2 in a subsequent year of study.

This approach will again be used to support this year's students who did not succeed in Level 1 in the hope that the same positive outcomes can also be achieved with that group of students.

5. Operational Section(Te whakatukunga)

Governance

The Board of Trustees at Avonside Girls' High School emphasises strategic leadership rather than involving itself in administrative detail or the day to day running of the school, which is delegated to the principal. As stated in the goals, both strategic and annual, its concentration is on enhancing and improving student achievement. At the same time the Board of Trustees recognises that it has the responsibility to implement and undertake all aspects of the NAGs, as well as the strategic and annual goals within these.

The Board of Trustees will review the school's progress in accomplishing its stated goals and receives regular reports on such progress, confirming that practices within the school are aligned to board policies and strategy.

Board sub committees exist in the areas of finance, property, and as necessary human resources, and curriculum.
The Avonside Girls' High School Board of Trustees is obligated and committed to:

- Fulfilling all the requirements set out in the National Education Goals
- Administering the school according to the National Administration Guidelines

- Delivering the curriculum to all students in a balanced programme as outlined in National Curriculum Statements
- Acting as a good employer to teaching and non-teaching staff
- Preparing a budget to monitor and control school expenditure
- Allocating funds to meet the school's priorities so that student achievement is enhanced

Examples of key priorities in 2019 to fulfil the NAGs

NAG 1: Curriculum –student achievement

Review curriculum and how it reflects school's Vision for Learning
 Develop systems to monitor at risk students.
 Complete specific monitoring of Māori and Pasifika students for all targets.

NAG 2: - Strategic planning and review

Continue to develop robust self-review processes.
 Renew strategic plan.

NAG 3: Personnel

Monitor staffing structure put in place to serve the needs of a co-located school.
 Monitor staff well-being.

NAG 4: Finance and Property

Develop a fiscally responsible budget.
 Review all financial policies and processes and clearly document.
 Prioritise resources to support the priorities of the strategic and annual plans.

NAG 5 – Health and Safety

Revise the emergency evacuation procedures to ensure there is clarity of action and roles, especially for the new school co-located setting

NAG 6 – Policies and procedures

Review all policies and procedures to ensure they reflect current practice and legislative compliance.
 Explore rationalising of policies to ensure alignment where possible and practicable to partner school in a co-located setting

School Leadership

The Senior Leadership Team is comprised of the principal, three deputy principals and, for 2019 an acting assistant principal, to provide support for school leadership while transitioning to a new school setting and context. There is a series of committees which provide the opportunity for ideas to be aired, projects coordinated and decisions made. An important principle in the school committee structure is that it allows consultation following adequate briefing on relevant issues.

1. Teaching and Learning Committee (DP Curriculum, Principal, HOLAs, Principal's Nominee, Careers Coordinator)

A deputy principal chairs this committee, with agenda input from the Principal who also attends the meeting.

The committee meets on alternate Tuesday afternoons after school.

To contribute ideas and make decisions relating to NAG 1, curriculum leadership, curriculum delivery and achievement and school wide and departmental targets, and to focus on pedagogy and curriculum. This committee was formerly named the HOD/HOLA Curriculum and Assessment Committee.

2. Wellbeing Committee

Chaired by a Deputy Principal

The committee meets on a regular basis.

To support student and staff wellbeing and to support and monitor the implementation of the outcomes of the wellbeing review.

3. Health and Safety Committee

Chaired by the Assistant Principal

The committee meets once per term.

To ensure the school is a safe environment for all and to look at emergency procedures.

4. ICT Development Committee

Chaired by a Deputy Principal.

The committee meets on a regular basis.

To explore and make recommendations for future and to inform development of the ICT plan.

5. Pastoral Committee

Chaired by a Deputy Principal.

The committee meets fortnightly.

To explore ways of strengthening provision for pastoral care for all girls and to impact on improving student achievement.

Monthly Board of Trustees Meetings

The Board plans to meet 8 -10 times per year usually on every fourth Wednesday of the month at 5.30pm.

Finance meetings are usually held at 5.15 pm on the Monday preceding the Board meeting. Property matters are also raised at the Finance meeting.

Board sub-committees meet as required.

Meetings are rescheduled at the discretion of the Board.