



# Edgecumbe College: Annual Plan and Statement of Variance 2020

## Goal 1: Student Pathways

**Develop a whole school approach to support students to access pathways that maximise their learning opportunities and career aspirations. Develop a whole school approach to support students with career pathway plan development, which is responsive to their interests, learning, needs, wellbeing and aspirations.**

Actions	Expected Outcomes	Progress at 11 Dec 2020 (end of year)	Variance
The TIC Careers will initiate and oversee the onboarding of the MyMahi software platform across the whole school and students' access through KAMAR.	All students will be actively engaged in career development through their MyMahi career profile and be able to access this through their own device.	90% of students at the end of the year are engaged in my mahi as are 70% of staff	10% of students not engaged
The Careers Lead Team will assist with the PD for staff on using the software and establishing which	Kaiārahi will have a deeper knowledge and understanding of their whanau ako in relation to	Professional learning Undertaken	Ongoing support needed. Will instigate a 1 hour Whanau Ako

<p>lessons are best suited for which year group.</p> <p>Kaiārahi will activate the 'My Mahi' programme, set up their own whanau ako group online and monitor how students in their whanau ako develop their pathway and transition plans as they progress through the school.</p> <p>Kaitiaki will regularly access the MyMahi profiles of students in their year level in order to strengthen their understanding of students' goals, aspirations and wellbeing.</p> <p>Develop understanding in the College and wider community of Vocational Pathways (VPs) and how they are relevant to student learning.</p> <p>Embed a timetable structure which supports Extended Learning Opportunities (ELO).</p>	<p>learning, pathways and wellbeing through the MyMahi programme.</p> <p>Kaiārahi will engage in and encourage regular dialogue with their whanau ako about their My Mahi profile progress, subject selection and pathway plans.</p> <p>Kaitiaki will make stronger connections with students in relation to pathway planning, subject selections, leadership opportunities and career related decisions.</p> <p>Information will be provided to parents about VPs. Every student from year 9 will establish two VP 'colours' of interest.</p> <p>Following changes to the 2019 timetable structure, there needs to be an evaluation of the impact the new model of ELOs has on teaching and learning.</p>	<p>Staff monitoring regularly and developing pathways and goals with their students.</p> <p>Some students still to engage from 2020 but groups set up and students being monitored</p> <p>These are developed and students are continuing to work on them</p> <p>Kaitiaki have had PL at the start of the year and career education is ongoing.</p> <p>Ongoing – development of pathways through courses and the trades academy</p> <p>Survey undertaken. Learning Support centre in the process of development and implementation</p>	<p>period each month for Kaiarahi to work with the Whanau ako class on goal setting and working on My Mahi</p> <p>Ongoing monitoring in the long term</p> <p>Develop further through the curriculum interwoven careers and pathways advice – monitored through the curriculum audit process.</p> <p>In process and ongoing development.</p> <p>Learning hub due to open term 4 2021. URF application in process. Staff set up and discussions around</p>
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<p>Develop courses within a coherent framework to provide meaningful opportunities and clear pathways for students.</p>	<p>PD will be provided for staff on pedagogical changes needed to ensure staff make full advantage of the ELOs.</p> <p>Courses will be monitored to ensure a balance between traditional academic courses and VPs is maintained.</p> <p>A curriculum review is to be completed to look at courses able to be offered in 2021, in response to student interests, needs and aspirations.</p> <p>Alternative/flexible learning programmes investigated for those students who are unable to pursue a full and meaningful course of study.</p>	<p>for term 2 2021. Discussions underway. Building process underway.</p> <p>Curriculum review not started but is underway in 2021</p> <p>Underway.</p>	<p>how the centre will operate are in place.</p> <p>Gifted and Talented programme under development.</p>
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**Goal 2: Cultural Awareness: Culturally Responsive Relational Pedagogy.**

**To respect the unique status of Māori as Tangata Whenua under the Te Tiriti o Waitangi**

**To design and deliver teaching and learning programmes that reflect Māori students' cultural identity and competencies and support their achievement.**

Actions	Expected Outcomes	Progress at 11 Dec 2020 (end of year)	Variance
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<p>Teachers engage in PLD as part of the Rongohia te Hau initiative towards the principles of the 'Effective Teacher Profile' of manaakitanga, mana motuhake, nga whakapirangatanga, whananga and ako and kotahitanga</p> <p>Teachers engage in PLD designed to raise awareness and knowledge of their own cultural values, beliefs and assumptions.</p> <p>Teachers engage in PLD designed to raise awareness and knowledge of Māori and Pasifika values, beliefs and assumptions.</p> <p>All teachers will have an appraisal goal based on the Annual Plan Goal around Culturally Responsive Relational Pedagogy (CRPP)</p>	<p>The Rongohia Te Hau programme will continue to run with staff observations and an established continuum used as the basis for measurement of progress.</p> <p>All Leaders of Learning and Heads of Department will be expected to be involved as a 'leader' in the PLD programme.</p> <p>All staff will receive 'shadow coaching' with lesson observations and feedback on learnings and progress.</p> <p>Staff will be provided with resources such as vocab lists to support their CRRP journey</p>	<p>Undertaken.</p> <p>Analysis undertaken through outside facilitators. All staff observed.</p> <p>There has been a significant shift an improvement.</p> <p>Pronunciation of taiohi Māori names has been consistently excellent across the school</p> <p>A number of teachers have shown greater willingness to share power and relinquish control of learning tasks</p> <p>Purposeful teaching acts have been evident in a number of observations</p> <p>Relational pedagogy (relationships for learning) has shown improvement.</p> <p>Principal Led Professional development on Culturally responsive pedagogy.</p> <p>Principal Led Professional development on Assessment for learning.</p>	<p>A surprising improvement, will continue for the next year at least.</p> <p>Good results.</p> <p>Ongoing focus for the school within the framework of Culturally responsive pedagogy.</p> <p>Continued development through Rongohia te hau.</p> <p>Targets to be set for 2021</p>
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		Key areas for curriculum focus and audit.	
<p><b>Goal 3: Student Attendance and Achievement</b> To lift NCEA results to meet Decile 3 norms (with a particular focus on Level 1) through active mentoring, collaborative target setting, regular feedback, engagement with whanau, concentration on targeted groups in the cohort, sharing best practice and removing obstacles to achievement.</p> <p>To raise attendance levels through monitoring, communication, whanau engagement, mentoring and ensuring learning programmes are relevant, appropriate, stretching and interesting.</p>			
Actions	Expected Outcomes	Progress at 11 Dec 2020 (end of year)	Variance
<p>Student achievement will continue to be monitored through Kamar and reported on at each Board meeting.</p> <p>NCEA Level 1 has been identified as an area of concern and all Level 1 teachers will be expected to monitor their student achievement with clearly defined targets.</p>	<p>Monthly student achievement reports published to staff and Board of Trustees.</p> <p>Level 1 achievement rate in 2019 was 60.4% which is disappointing. The target for 2020 will be set at 75% and this will need to be closely aligned to Annual Goal 1 – Student Career Pathways.</p>	<p>Reported</p> <p>Level 1 in 2020 – 52.9%</p>	<p>Achievement reported regularly to the Board</p> <p>Well below the 75% we were aiming at.</p>

<p>The importance of attendance in achievement will be promoted at every opportunity.</p> <p>Attendance will be regular focus area as part of PB4L.</p> <p>All achievement data from Kamar will also contain attendance data.</p>	<p>The cohort moving through to Year 12 will be monitored to ensure that by the end of year, 85% will have achieved a minimum of L1 and 70% L2.</p> <p>For students in Year 13, 95% will have achieved a minimum of L2 and the L3 achievement rate will be lifted from 20% to 50%.</p> <p>Student attendance will continue to be monitored by Kaiarahi with regular contact with home where necessary.</p> <p>Each Term will start with a focus on attendance. Parents will be notified of this in school communications.</p> <p>Attendance rates for each Year level will be set at 82% and progress towards that target reported on.</p>	<p>Level 2 Students 86.5% level 1 and 73.8% achieved level 2</p> <p>Level 3 96% achieved level 2</p> <p>Level 3 52% achieved level 3</p> <p>Attendance for 2020</p> <p>Yr9 - 84.3%</p> <p>Yr 10 – 81.4%</p> <p>Yr 11 – 80.8%</p> <p>Yr 12 – 84.8%</p>	<p>Achieved target set for L3 students achieving level 2 and slightly exceed target for achieving level 2.</p> <p>Achieved</p> <p>Achieved.</p> <p>Attendance Variance</p> <p>Yr 9 +2.3%</p> <p>Yr 10 - -0.6%</p> <p>Yr 11 – 1.2%</p> <p>Yr 12 - +2.8%</p>
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	<p>The attendance rate for 2019 was 79.2% across the school with Year 10 being the worst performer on 75.5%. Staff will be expected to contact whanau of students whose attendance is of concern.</p>	<p>Yr 13 – 79.8%</p> <p>-</p>	<p>Yr 13 - -2.2%</p> <p>Slight variance both positive and negative</p> <p>Overall Attendance for the school was 82.5% a significant improvement. Year 10 and 11 remain issues for further work.</p>
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