



Edgecumbe College: Annual Plan and Statement of Variance 2021

Goal 1: Student Attendance

To raise attendance levels through:

- **Employment of an attendance officer**
- **Full staff monitoring**
- **Improved School communication**
- **Improved Whanau engagement**
- **Curriculum revue to improve in class engagement and students expectations of Achievement.**

| Actions and by Whom | Expected Outcomes Term 2 | Expected Outcomes Term 4 | Variance |
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| Principal – employ attendance officer for the full year – URF fund application. | Expected Accelerated Attendance Rate improvement at mid year 2021 Yr9 - 90% | Expected Accelerated Attendance Rate improvement at mid year 2021 Yr9 - 90% | |

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| <p>Principal work with and train attendance officer.</p> <p>Attendance officer in conjunction with the Principal monitor staff communication via kamar with parents.</p> <p>Professional Learning for Kaitiaki (Deans) from SLT on managing Kaiarahi and home and whanau engagement.</p> <p>2021 Ful school curriculum and pathways review led by DP and SLT.</p> | <p>Yr 10 – 82.5%</p> <p>Yr 11 – 87.5%</p> <p>Yr 12 – 87.5%</p> <p>Yr 13 – 90%</p> | <p>Yr 10 – 87.5%</p> <p>Yr 11 – 90%</p> <p>Yr 12 – 90%</p> <p>Yr 13 – 90%</p> | |
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GOAL 2: Student Achievement – Senior NCEA results

A. To accelerate student NCEA achievement rates through:

Curriculum development including:

- **A focus on Culturally responsive pedagogy and engaging with the local community to develop a robust and meaningful local curriculum within the work of the kahui AKO**
- **A focus on developing appropriate and ongoing assessment for learning practices**

- **A consistent approach to the curriculum across the school and developing cross curricular approaches**
- **Developing clear pathways for students to improve engagement**
- **A professional learning focus school wide on improving teacher practice through the Rong ohia te hau – culturally responsive pedagogy.**
- **Lifting Attendance – see above**

| 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 – Carried out staff PL Team – Principal Led as below</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>DP carry out full curriculum review and audit against expectations. LOL reports to Board.</p> | <p>Accelerated Achievement in NCEA</p> <p>From:</p> <p>2020 52.9% of level 1 students achieving level 1, to accelerate by 18% to 70% of Level 1 students achieving level 1 in 2021</p> <p>2020 86.5% of level 2 students achieving level 1 to accelerate by 8.5% to 95% of level 2 students achieving level 1 in 2021.</p> <p>2020 52% of level 3 students achieved level 3 to accelerate by</p> | |

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| <p>Ongoing PL re culturally responsive pedagogy – Principal and Kahui Ako led.</p> <p>A review of pathways education intertwined within the curriculum review and audit.</p> <p>A more guided approach to data analysis in the senior school and what we are doing about it.</p> | <p>18% to 70 % of level 3 students achieving level 3</p> <p>2020 – Level 3 students achieving University Entrance accelerate from 30% to 50%</p> <p>Targets accelerated rate of level 2 literacy from 75% to 95% - roll based.</p> <p>Targets accelerated rate of level 2 numeracy from 82% to 95% - roll based.</p> | | |
| <p>Goal 3: Students in the junior school Literacy Achievement</p> <p>To accelerate the achievement of our junior students in overall literacy, both reading and writing through</p> | | | |
| <p>Actions</p> | <p>Expected Outcomes Term 2</p> | <p>Progress at 11 Dec 2020 (end of year)</p> | <p>Variance</p> |

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| <p>A focus on literacy to lift low levels of literacy in years 9 and 10 before going into year 11.</p> <p>And lifting the overall literacy rates of new year 9 students before they go into year 10.</p> <p>Led by the Specialist Classroom Teacher.</p> <p>Interventions include from the SCT:</p> <p>Comprehensive student portfolios</p> <p>Supported learning classes</p> <p>Individual guided reading</p> <p>School wide staff PL and focus</p> <p>Ongoing PI in writing strategies – Blocking PEEPEE.</p> <p>Development of the Learning support hub in term 2.</p> | <p>Working with our students with the lowest overall literacy scores at the end of year 9 in 2020 – Year 10 2021</p> <p>Year 9 Accelerated literacy reading improving student E-Asttle overall literacy scores:</p> <table border="0"> <tr> <td>Start of year</td> <td>End of year</td> </tr> <tr> <td>Students on 2A (2) accelerated to 3B</td> <td></td> </tr> <tr> <td>Students on 3B (3) accelerated to 3A</td> <td></td> </tr> <tr> <td>Students on 3P (4) accelerated to 3A</td> <td></td> </tr> <tr> <td>Students on 3A (5) accelerated to 4B</td> <td></td> </tr> <tr> <td>Students on 4B (4) accelerated to 4A</td> <td></td> </tr> <tr> <td>Students on 4A (5) accelerated to 5B</td> <td></td> </tr> </table> <p>Working with our students with the lowest overall literacy scores at the start of year 9 in 2021</p> | Start of year | End of year | Students on 2A (2) accelerated to 3B | | Students on 3B (3) accelerated to 3A | | Students on 3P (4) accelerated to 3A | | Students on 3A (5) accelerated to 4B | | Students on 4B (4) accelerated to 4A | | Students on 4A (5) accelerated to 5B | | <p>Year 9 Accelerated literacy reading improving student E-Asttle overall literacy scores:</p> <table border="0"> <tr> <td>Start of year</td> <td>End of year</td> </tr> <tr> <td>Students on 2A (2) accelerated to 3B</td> <td></td> </tr> <tr> <td>Students on 3B (3) accelerated to 4B</td> <td></td> </tr> <tr> <td>Students on 3P (4) accelerated to 4P</td> <td></td> </tr> <tr> <td>Students on 3A (5) accelerated to 4A</td> <td></td> </tr> <tr> <td>Students on 4B (4) accelerated to 5A</td> <td></td> </tr> <tr> <td>Students on 4A (5) accelerated to 5P</td> <td></td> </tr> </table> | Start of year | End of year | Students on 2A (2) accelerated to 3B | | Students on 3B (3) accelerated to 4B | | Students on 3P (4) accelerated to 4P | | Students on 3A (5) accelerated to 4A | | Students on 4B (4) accelerated to 5A | | Students on 4A (5) accelerated to 5P | | |
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Goal 4: Māori Community Engagement

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| <p>Principal to initiate and facilitate approaches to the community.</p> <p>Head of Māori to organise Hui.</p> <p>Ongoing discussion with community Whanau and leaders with Head of Māori with the view to develop the concept of an Edgecumbe Community Marae built on Ministry of Education land</p> | <p>Community Hui – Then a series of Hui to be held on an ongoing basis with the school as partners and representatives on the consultation board.</p> <p>Hui held to help educate the local community and school on the local history and wider history of Ngati Awa.</p> <p>Community Hui team to begin work in conjunction with the School, community and Ministry of Education to develop an Edgecumbe - Marae on Edgecumbe College Ministry Marae – with a full community Marae committee with school representation.</p> | |
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| <p>Principal to continue hui with the Head of Māori on ways that Edgecumbe college can lift the profile of Taha Māori within the school and increase the degree to which the needs of Māori students are met.</p> <p>Head of Māori to provide ongoing Te Reo PI for staff.</p> | <p>Compulsory Te Reo for junior students.</p> <p>Increased use of Te Reo in signage and every day use in the school.</p> | |
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