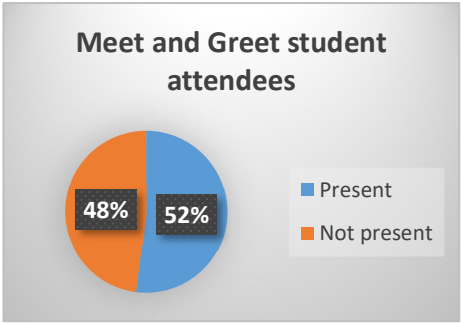| School Name:	Nelson College for Girls		School Number: 295

Annual Objective 1.1 Continue to develop the mentoring programme and monitor the positive effects of mentoring on student wellbeing, relationships and learning outcome.

Actions:	What worked - (Why did it work?);(How do we know?)	What didn't work - (Why didn't it work?); (How do we know?)	Next Step Action Points: for next year:
Establish learning goals for each student and monitor these throughout the year.	Learning Goals were completed for most students in February's Meet and Greet with parents. Meet and Greet attendance data summary: 482 students present; 480 parents/whānau present. **Meet and Greet student attendees** 48% 52% ■ Present ■ Not present Parents liked being able to meet the teachers informally and see the school during daylight; staff were positive and liked the informal nature; staff found the conversations worthwhile and productive; staff commented on the benefit of doing this for the rest of the term/year; most staff had between 4 and 20 visitors during the 2.15 – 5pm slot.	Colour maps needed Inform cleaners, canteen Provide extra help for reception (Year 9 parents mostly) Communicate that this is an informal event, not an interview Staff had trouble identifying students so early in the year Library and IT display wasn't really visited – shift IT to reception (MZ) Was the evening long enough? Some staff didn't get a break.	**Admin -** Copy maps in colour; let cleaners know; provide extra support for reception; **Parents -** Continue to clarify with parents the purpose of these meetings – ie an informal meeting but **not** an interview. **Staff -** Give staff strategies to ensure parents move on to other staff while others wait; see if we can get student photos taken earlier so that staff can identify them easily; promote the library more during this event, and IT services at school; consider extending the event until 5.30pm to capture more parents; work out ways to give staff a break; add staff codes to staff sheet to match timetables; could we encourage homestay parents to also attend? **Other** – aim to increase the percentage of students and whānau who attend next time. Ensure that all students have Learning Goals whether their whānau attended or not.
Create learning profiles for each student in KAMAR and establish the system for oversight of updating these.	The Profile was created. Staff PLD was conducted about the Interviews in Profiles section of KAMAR, which was well received by staff. This is in a dedicated area in KAMAR, accessible from home by both parents/students, which is good.	Term 1 qs: some students hard to catch for interview so still some blanks by Term 1 Week 9 when second interview was created. Second interview: feedback on questions was that first one on progress towards a goal worked	More thought into the questions … try to encourage parents to view before the conference. Alter the questions with regard to the character strengths one.

	Term 3 profile interview with seniors around exam preparation, success and goals for Term 4 externals took place. (During ārahi time with Yr 11-13 students)	well but second one on character strengths did not.

Term 3 profile interviews: Concern that this doesn't cater for a number of students who are not entered for exams, could *be more relational in focus,* need for staff to be upskilled in academic tracking using KAMAR data for these interviews. Need for questions to address other areas of school such as wellbeing. | Need for questions to be altered to ensure they cater for all students, especially those with a fully internally assessed programme.

Ensure these are published for whānau to view.

In 2020 put an emphasis in our Annual Objectives about Mentoring for Learning and provide PLD for staff. Mentoring for Learning will provide a good framework for more in-depth conversations regarding progress.

Look at relevance for those with no exams and adjust questions to make them more relevant. |
| **Hold learning conferences** | Conferences were held successfully. There was positive feedback from parents about these overall.

Summarise data re attendance: Booking data = 863 conferences booked, plus additional appointments = 87 (From 960 students)

Pūtoi meetings were held to go over the process for Senior Learning Conferences at end of Term 3. Good ideas were presented for ways to ensure the remaining students are effectively occupied, while these are taking place. | Some parents/students didn't check email re booking so send to both groups next year, not just parents; encourage homestay parents to attend with their international student but if not, get student to attend; staff want more time during ārahi to prepare students, continued training on how to run a conference and more resources. Learning Conferences were quite close to the Meet and Greet so some parents didn't feel the need to attend again. | Look at timing of Learning Conferences (LCs) versus Meet and Greet; less interruptions in ārahi time leading up to LCs; keep promoting parents and students to enter information on KAMAR before LC.

Aim to increase the numbers attending in 2020 – 100% of students – Yr 9-13. |
| **Provide PLD for staff to support their identified needs as mentors and to share best practice.** | Louise Pawson staff meeting workshop on how to be pastoral without being a counsellor. Good attendance and engagement by staff.

Other PLD was offered during the year about aspects of wellbeing and learning and there was good buy-in by staff to this.

PLD was given to staff about how to access the data for their students. | Possibly having a follow up session just with Deans in Pūtoi to work out how to put this learning into practice?

Some staff were not able to access the Academic/ NCEA Entries information for each student on KAMAR. | Continue to develop staff skills as mentors, particularly by identifying their needs and addressing these.

In 2020 put an emphasis in our Annual Objectives about Mentoring for Learning and provide PLD for this staff.

CoL position will support Mentoring for Learning and teach staff where to find custom reports in Kamar. |

Regularly monitor the progress of each student in each ārahi and communicate with teachers and deans as needed.	The beginning foundations for this were begun in 2019. The greatest emphasis needed to be in 2019 on ensuring that all of the academic data was in KAMAR and that staff knew what was there and how to access it. Much progress has been made with this but it is the beginning of a journey rather than an end point.	It took time to get all of the current, let alone the earlier data, into KAMAR. This was a big workload for those who did this. It will however mean that we are well placed to use KAMAR more successfully in 2020.	Continue to develop consistent data as well as being able to develop appropriate reports for HOLAs, SLT and BOT to ensure we are effectively monitoring all of our students. Introduction of a Mentoring for Learning approach in 2020 will allow kaiārahi to have targeted discussions with their students about more academic matters.
Provide training for Year 13 in their role within their ārahi.	Initially some training done with Year 13 at Founders Leadership Day.	The fires meant the cancellation of the Year 13 camp and so reduced the amount of time able to be used to train Year 13 at the replacement conference.	Continue to build the expectation that all year 13 are leaders in their ārahi. Dedicated session during Yr 13 Leadership Day at Founders Park which will cover expectations and possible ideas for yr 13 to use during ārahi time.
Further develop the PRIDE values as part of PB4L to underpin all work in ārahi and to teach expectations.	Collaborative work done by the PB4L team to consult with staff and students to establish the shared expectations for different NCG settings. Pūtoi staff collaboratively created resources to assist with teaching the values. Weeks of terms 3&4 in calendar assigned to each value – focus for ārahi sessions. Development of reward system to support PRIDE values begun with good input from students into the design of the system. The development of the logo was a very strong piece of collaborative work and its painting on the walls of three locations has really lifted the profile of the PRIDE values.	There is a big work-load on this team which requires alleviation. Leadership time is required to allow for growth.	Continue to embed the values through proactive teaching and use of the acknowledgement system. Move to embed the two aspects worked on this year – Being on Time and Wearing Correct Uniform. Establish clear processes around cellphones in the school. Provide clear guidelines for staff in early 2020. Establish the minor and major student behaviours and what actions are associated with this in terms of the Behaviour Management system. Collaborate with staff in Term 1, 2020.
Further develop the "Say NO to bullying" programme.	Documents were taken to the Pastoral Team for review. The 'Say No to Bullying' flowchart was distributed to ārahi teachers. Promotion of where to seek help was completed in Singing Assembly and in ārahi time. A newsletter article was written for parents regarding national definition of bullying and link to parent/whānau guide. We have been using a restorative approach to resolving bullying incidents as well as to	We are aware that some of what is described as bullying is in fact not that. We are still not sure if all true bullying is being reported.	Data collection – we need consistent recording in KAMAR of bullying incidents to be able to collect valid data for analysis. This will need to be a focus in 2020. Wellbeing@School Survey to be conducted. In 2020. Investigate using students such as the Wellbeing Whānau Group to be anti-bullying leaders/promoters.

	sorting friendship issues so that they do not become bullying. Introduction of the Traveller's Programme with Year 9 students. Weekly programme provided for targeted students during Term 2.		Restorative Practices approach to be investigated for 2020 to support work in this area. Continue with the Traveller's Programme – work with two groups to maximize the benefits.

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Annual Objective 1.2 Continue to develop the principles of cultural relationships for responsive pedagogy (CR4RP) within each classroom and the school environment.

Actions:	What worked - (Why did it work?);(How do we know?)	What didn't work - (Why didn't it work?); (How do we know?)	Next Step Action Points: for next year:
Individual CR4RP team members			
Individually each member of the CR4RP team to complete one deep observation per term; each person to develop a goal to support individual inquiry.	Each member of the initial team completed an observation in term 1 and reflected on these. Observations continued for Cohort 1 in term 2. Cohort 2 struggled more to do this. A reframing meeting was held with Sarah Johns to take stock and push the reset button. This resulted in some effective sessions for Cohort 1 (unpacking the dimensions about learning) and then Cohort 2 to further their knowledge of the process of Shadow Coaching. An excellent half day hui was held on 14 November, which involved NCG's two cohorts, two Across School Teachers ,as well as one staff member from Nelson College. There created rich dialogue.	Cohort 2's introduction to shadow coaching was too rushed and did not allow them to really understand the process they were following. Some of the pairings did not work well in terms of the people. We have needed to slow down the PLD for Cohort 2 as it is more difficult the more people who are involved. This has been a collective decision and accepted well.	Collective planning has already begun for 2020 and a very successful end of year hui was held with both cohorts where much greater understanding was gained of how the Shadow Coaching fits into CR4RP. In 2020 we will have a group of staff join with a group of Nelson College staff members for a one-day workshop with Sharon Tipene on Cultural Responsiveness. Date booked in early February.
CR4RP team			
Collectively CR4RP team to meet 1-2 times to revisit/remind selves of the process.	Meeting with Raewyn Ngaamo and team to go over the process further to help to embed it. Discussed how to bring on the next cohort also	Cohort 1 realized that they still needed lots more practice in the skill of shadow coaching.	Continue to support both teams and to begin to gather data from their classes about the difference this work is making for Māori students in particular.
Share shadow coaching process with staff to tweak their interest and curiosity. (supports teaching inquiries)	Team spoke in staff meeting on 26/03/2019 about their experiences. They were very passionate about benefits of shadow coaching. 9 people put names forward for the 6 places in cohort 2.	At least 1 pairings is not a natural 'fit' and this pair will need a lot of coaching. If this coaching succeeds however it will be a significant movement forward in pedagogical thinking for these 2 staff.	Continue to develop the work of both teams. Two staff are not going to be there in 2020 so that will inevitably mean a reframing of the pairs.

School level			
With facilitation support from Poutama Pounamu, train 6 more willing teachers (3 pairs)	Initial meeting held at end of term 1 with 6 new members of the cohort. 2nd training day with Sarah Johns for the second cohort enabled much greater progress to occur as the learning was well scaffolded.	The planning of this was rushed and a difference in understanding between cohort 1 and Raewyn Ngaamo meant that the facilitation on this occasion was not well delivered.	Slow down the introduction of a 3rd cohort until the second one is feeling much more comfortable.
With facilitation support from Poutama Pounamu, train a further 6 willing teachers (3 more pairs)	Delayed until Cohort 2 is more comfortable with what they are doing.	Raewyn Ngaamo has not been available for personal reasons and Sarah Johns was away for several weeks but it is now back on track with Sarah as our facilitator.	Participants for Cohort 3 will be invited to put their names forward in Term 1 of 2021. The plan already underway for 2020 will be embedded.
Third cohort of 6 teachers trained in shadow coaching; facilitation of this by NCG staff.	Deferred until 2020.	It was too soon to expand this further.	A plan for the 3rd cohort will be in place for 2020; work will also be undertaken with some of the Across School Teachers for support.

Annual Objective 2.1. Continue to consolidate the concepts of learning to learn, the inquiry process and reflection.

Actions:	What worked - (Why did it work?);(How do we know?)	What didn't work - (Why didn't it work?); (How do we know?)	Next Step Action Points: for next year:
Learning to learn			
Building Learning Power inquiry team continue the 2017 journey, including walkthroughs to gather comparative data.		Delayed in first 3 terms of 2019. To become a focus again in 2020 as an aspect of future focused curriculum in the junior curriculum implementation.	Incorporate BLP and Learning to Learn into the planning for 2020.
The team will develop their own action plan to guide developments for the year, including beginning to embed concepts in practice.	Report attributes were aligned with the Building Learning Power ideals – reflection, reciprocity, resourcefulness, resilience. Learning areas created posters for their learning area to display to increase understanding of these for their students.	Measurement of the Report Attributes was done 4 times a year. This provides the data for our Merit Certificates. It was to be expected that the numbers gaining these would decrease in the first year as the attributes are about learning rather than Self-Management.	Continue to teach the Report Attributes in each Learning Area, with a view to a greater number of students using learning strategies, and therefore gaining Merit Certificates.
Inquiry process			
Further develop the skills of the HOLA and HOD groups in undertaking collaborative inquiry and appraisal.	HOLA/HOD workshops on appraisal with Jacqui Clayton from Evaluation Associates were held in Week 10 Term 1. There was good feedback from these workshops.		Keep up to date with changes to appraisal legislatively and via the Teaching Council.
Monitor the collaborative inquiries being undertaken by other groups in the school in 2019 (CR4RP; Curriculum Review; Learning to Learn) to monitor progress.	Shared list of staff inquiries published Term 1. There have been regular reports to SLT and staff about the progress of the first two of these inquiries.		Continue to monitor staff use of collaborative inquiry and share best practice.
Evaluate the appraisal processes in the school in the light of the training undertaken and	This evaluation has taken place throughout the year, with a view now to		Streamline process by using a pre-appraisal and appraisal interview, allocating time for inquiry and appraisal, creating a staff Quality

increased understanding of this role.	us being able to streamline our process in 2020.		Practice Template, putting emphasis on the responsibilities of the appraisee rather than appraiser. Ensure the final Appraisal summary sheet is held electronically by the Principal's EA. Consider impact of any changes to status of appraisal legislatively and via the Teaching Council.
Reflection			
Develop shared understanding of deep reflection and its role in improving practice, through working with staff renewing practising certificates.	The Principal met with staff renewing in each term. The meetings are proving effective in making the process understood by everyone and reducing angst about it. We took up the opportunity to trial the new BETA renewal process. 6 staff and the principal undertook this training. It was very easy to do for the actual renewal process. It is the quality of the documentation leading up to this that is critical.	Still need to do further PLD with staff abut nature and purpose of reflection and how they should show this. The announcements as part of the contract settlement about the reframing of appraisal have caused some to think that appraisal is no longer a priority. The reality is that it is attestation that is to be reduced.	We need to wait until the announcements occur about what the new proposal is. At present the current situation is still the law. The questions that are asked in the BETA training that have to be signed off by the principal give a framework for the renewal process going forward. We should be able to implement this fairly easily. We need to look at the effectiveness of Arinui as our appraisal receptacle. Arinui waka to be used in 2020 as a more streamlined vehicle for appraisal.

Annual Objective 3.1 Continue the curriculum review leadership inquiry to identify the skills and attributes for a future focused curriculum.

Actions:	What worked - (Why did it work?);(How do we know?)	What didn't work - (Why didn't it work?); (How do we know?)	Next Step Action Points: for next year:
Finalise the draft Learning Values definitions	Learning Values defined and some definition of these completed. Shared this information with staff and incorporated them into the NCG charter.		Completed.
Establish the skills and attributes for a Leavers' Profile for NCG.	Work underway	This work was put aside while curriculum review work increased in preparation for the Term 1 deadline 2020.	Continue to develop the Leavers' Profile for NCG. This is also work that will be occurring throughout the kāhui ako.
Develop an action plan for an inquiry into delivery of the junior curriculum and research this.	Action plan developed with a timeline. This was shared with staff.

Pairs/groups of staff effectively researched aspects of the curriculum to report back to the group.

Full day Planning day used to successfully create possible recommendations for staff. | Time constraints make it hard to make sufficient progress, but momentum built from the end of Term 3. | Finalise what the new junior curriculum at NCG will look like by the end of Term 1 2020; staff PLD will be a key focus across 2020; planning time will need to be provided for learning areas. |
| **Consult with staff, students and whānau about the junior curriculum structure and delivery** | A focus group for whānau was held in Term 2 Week 2. Feedback was recorded in Notebook for group.

Staff feedback was gathered via a form on key areas of the review.

Staff feedback on the digital technologies curriculum delivery was also gathered.

Student voice was gathered in Term 3 and shared with the inquiry team. | There was a lack of consensus across learning areas. | Key areas of the review were distributed to curriculum review group members for analyzing and further PLD opportunities for whole staff in Term 4 were booked and completed. |

	Feedback from HOLAs and learning areas was gathered at end of Term 3/start of Term 4.		
Establish the structure for delivery of the junior curriculum.	This was the focus from Term 4 onwards. Three potential timetable models of delivery were shared with staff as 'food for thought'. Draft recommendations for the new junior curriculum from 2021 were presented at the staff only day at the end of Term 4 for consideration.		Continue this work in term 1 2020, with final recommendations being presented to the BOT by April meeting.
Evaluate the existing options in the senior school to determine how well they met the needs of our students.	Deferred as per timeline and national NCEA review.		Start work on aligning junior and senior curriculum from Term 2 2020, depending on national NCEA review.
Plan for the implementation of the compulsory Digital Technologies curriculum for 2020.	Begin working on the plan for 2021. Richard Bradley outlined the Digital Technology curriculum aspects at the Staff Only Day on September 5. This was followed by a staff meeting session where staff were asked to identify the enablers and the blockers to this implementation.		Will timetable an overlaying structure for 2020 to deliver digital technologies to all Year 9 students throughout the year. (Delivered by Digital Technologies staff during core English, Maths and Science times.)

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Annual Objective 4.1 . Continue to develop effective communication with whānau and the community.

Actions:	What worked - (Why did it work?);(How do we know?)	What didn't work - (Why didn't it work?); (How do we know?)	Next Step Action Points: for next year:
Bring the community in to meet and greet staff to enable whānau to put a face to the names of their daughter's teachers.	Meet and Greet	See earlier comments	See earlier comments
Define the function and use of each communication means and ensure that whānau are clear about the means of communication for different types of information.	Communication Plan developed and being implemented. Reviewed in Term 3.	Stats obtained about use of Schoolstream were disappointing as it showed that very few people were accessing it. This is our platform for delivering any emergency messages and so it is really important that people are aware of it.	Information about Schoolstream, its purpose for us as a school and how to download it was sent out to parents.
Rework the way that the newsletter is created and delivered.	This was completed in Term 1. The newsletter is now being delivered by MailChimp. This allows us to monitor how many reads and clicks there are. The statistics in the next column shoe that the numbers of families reading the newsletter is not particularly high.	(see table below)	Continue to monitor the accessing of the newsletter and survey parents and find ways to increase this.

Newsletter stats	Delivered	Bounced	Total opens	Unique opens	Total Clicks	Unique clicks
22-Mar	871	0	1289	444	31	26
17-May	870	1	1196	398	36	28
21-Jun	871	0	1237	407	36	28
9-Aug	869	2	1238	422	38	30
13-Aug	910	7	1116	471	11	10
1-Nov	909	2	1216	415	21	18
6-Dec	909	1	843	388	79	75

Develop the role of the newly created media staff member to ensure timely and exciting news of our school is developed and communicated through all appropriate forums.	Hilary is getting some great copy for Facebook, Instagram and the website. Increased accessing of the website, Facebook and Instagram and sharing of stories.		Hilary has agreed to continue with this role in Term 1, 2020.
Implement the reporting plan from the 2018 Reporting Inquiry Group and monitor its implementation.	See earlier feedback on Term 1 actions for Meet & Greet and Learning Conferences. An attributes report was created and Learning Area definitions were published and embedded. Staff feedback on subject conferences was collated; it was mixed.	Sending out senior exam results at end of Term 3 with two exam sessions means sending them out twice; attributes have to be done for Term 3 AND Term 4. Parents value the subject conferences but some staff are less positive about them.	Consider staff feedback on subject conferences for planning in 2020. Staff feedback on senior exam timing in 2019 led to changes in timing for 2020.

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Annual Objective 4.2 Establish partnerships with whānau, individuals and key organisations within our community.

Actions:	What worked - (Why did it work?);(How do we know?)	What didn't work - (Why didn't it work?); (How do we know?)	Next Step Action Points: for next year:
Identify all key organisations that we could partner with, either to support curriculum or to assist with gaining sponsorship.	Our Digital Technologies department began a connection with NMIT's Computer Generated Imagery programme In Term 4, 2 NMIT staff presented to senior Digital Technologies students, showing them student work from their courses and highlighting some prominent CGI artists as potential role models.	Digital Technology course numbers continue to be low. This type of talk would be valuable in the junior school also to capture the imaginations of what is possible before subject selections are made.	This has set up future collaboration such as a planned 'girls' only' open day at NMIT, where our students could experience technologies not able to be provided at school such as motion capture. There is also opportunity to take advantage of NMIT's industry links, such as Weta Digital. Continuing the talks by NMIT staff but also including younger students to inspire them would be a good addition.
	Some approaches were successful re sponsorship for the Production. These were new ways to begin to harness parents to help in these circumstances.	The limitation to these aspects is time to follow through with them. Involving parents and the connection they have will be useful tool going forward, especially if they feel there is a direct benefit to their own daughter, as there was with the Production.	Continue to find the ways to involve our local businesses more to bring additional funding into the school.
	Successful application to Mayoral fund to assist student with travel for a youth summit.		Keep looking for ways to apply for funding, like the NDC and Mayoral fund.
Consult with all existing organisations we partner with to see how the relationships could be enhanced. (eg PTA, OGA; contributing schools)	Consultation with the PTA and OGA was not undertaken. Through our Transition Dean some excellent work to partner with local schools was begun. We worked closely with Boys' College around new entrant orientation; we have begun better transition processes to smooth the passage between schools for incoming students.		Continue to build these relationships particularly through the kāhui ako. It is planned to invite the Nelson kāhui ako principals to tour our school in term 1 when classes are in action to observe what we offer.
Identify particular skill sets within our parent community that we could harness.	Parent group for the production worked well for marketing and publicising the event; major	Seeking sponsorship close to end of financial year when funds were limited.	Begin this work much earlier in process so that we can take full advantage of the time.

	sponsors came from work of this group.		
Use assistance from local media companies to help us enhance our community perception.	The employment of Publik to help us with our marketing was successful. The Being your Best at NCG campaign, the re-working of the newsletter and the re designing of the Prospectus have all been positive for community perception. The article written in Wild Tomato about our ārahi system was excellent promotion. The Education Gazette article about our provision for Refugee students was also excellent promotion of our school. Mediaworks support for school production, as well as a range of other media like local websites, and the gig guide.		Continue to use the approaches we have learnt through working with Publik.

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Student Achievement Target 1 We will aim to raise the attendance of these students to be over 85% for each focus student.

Actions:	What worked - (Why did it work?);(How do we know?)	What didn't work - (Why didn't it work?); (How do we know?)	Next Step Action Points: for next year:
Identify the students in years 10 – 13 who had attendance below 80% in 2018; from this select a group of year 11 focus students.	13 focus students selected from initial group of 20 with low attendance. Selection was based on attendance, pastoral records and poor academic achievement. Students identified in KAMAR #, list sent to all staff. Rock On process used for 3 families, Oranga Tamariki for 1 family – for those under 16yrs old. This helped to engage families who did not see the impact of poor attendance and would not initially engage with NCG. SLT and Deans worked closely with kaiārahi and families to ensure awareness of attendance issues eg family meetings, phone calls, CAMHs engagement, CSW *36% of focus students by end of Term 4 had less than 5% of unjustified absence, 64% - had less than 10% unjustified – shows there was less truancy, and more family connection with NCG.* *2 students achieved attendance rates of 85% or higher by the end of Term 4.* *2 students left school during the year – one to employment.*	Brief notes in KAMAR at the end of Term 1 – many staff did not complete … even with PLD provided and reminder e-mails. Pastoral notes show intervention programmes put in place for students for their health and wellbeing – did not have a huge impact on the students' overall attendance, but altered unjustified attendance. Attendance stats show overall attendance at school – maybe should look only at unjustified absence as majority of these students have significant mental health, family health issues – justified absence.	Reinforce the importance to staff of providing the requested information about focus students so that we can gain a full set of data. Kaiārahi need to play a larger role in monitoring attendance and interacting with whānau. Attendance issues / truancy needs to be addressed at Year 9 (or earlier) for best outcome in future years. Target to be set for 2020. Look at unjustified absences and family holidays – this statistic shows the extent of truancy or personal leave, rather than absence for mental health/medical reasons.
Target outcome	**Target met for some but not all. But significant improvement for a number of these students through interventions.**		Attendance will remain a target in 2020.
Inform whānau of importance of attendance over 90%	Kamar letter distributed to all parents week 4, evidence provided of adverse effects of non-attendance.	Attendance letter sent out to families was personalized, but not individualized, so was not well received by some families.	Monitor attendance data through kaiārahi
Monitor the focus group through kaiārahi and subject teachers; report to	Staff were provided with a list of focus students and access to an excel spreadsheet with all the data underpinning their selection.		Create a plan for the year so each staff member knows their specific role at different times during the year – SLT, Dean,

|			
SLT each term on progress of group.			kaiārahi. Needs to be written and then consultation/staff input.
Notify whānau where attendance is not on track.	Deans/Student Office/Reception – clear process of alerting parents/ whānau when students are absent from school – letter sent out re missing class, then One for One letter sent out.	Process needed tweaking to be responsive to parent/whānau concerns. Staff errors a concern – e-mails sent to ensure their error is noted.	Kaiārahi all work with students on accessing the portal to monitor their own attendance. Ensure errors are quickly found and corrected.
Each SLT member to take responsibility for a horizontal year level and to ensure all cohorts are monitored throughout the year.	SLT assigned a cohort – attendance letters sent in early Term 2 re Term 1 attendance. Predicted grades 'traffic light' system created for students at risk of not gaining Level 2 NCEA. Academic tracking conversations with staff, deans, kaiārahi and students underway.	Plan for monitoring over the year is required to ensure that this is done consistently. There needs to be increased monitoring and actions taken once the names have been identified. Plan for stepping in to assist and mentor students who are not tracking well.	Expand use of predicted grades data to all three senior year levels, using KAMAR. Calendar regular updates and time for tracking; calendar regular academic tracking via ārahi using NZQA calendar.

Student Achievement Target 2: 21 students were identified as working below the expected level in reading skills in 2018 between the e-asTTle testing in February and the repeat test in November. This group of students will be focused on to raise their achievement by at least 2 e-asTTle sublevels by the end of the year.

Actions:	What worked - (Why did it work?);(How do we know?)	What didn't work - (Why didn't it work?); (How do we know?)	Next Step Action Points: for next year:
Identify the 21 students.	Students identified by DS. Worked with a group of 10 students to develop their reading comprehension skills. (Not enough time to work with larger group.)	Identification of individual students for intervention was done too late – end of Term 2. PLD was required by new Literacy teacher to ensure fuller understanding of e-asTTle as a measurement tool.	Identify students early in the year and put a programme in place for individuals / small groups of students. This will be taken up by the Learning Support Department in 2020. The additional staffing of the LSC will help with some of the current workload of the SENCO.
Develop individual plans for each student based on identified weaknesses in e-asTTle.	DS meets with targeted students 1 period per week – in class setting. Individualised programmes based on need. Plans focussed on self esteem and self concept in terms of reading - facilitating the development of the students' self-knowledge about their strengths allows them to develop self-concept. This, in turn, helps increase self-esteem. Worked with RTLB – PLD on strategies to use for dyslexic students.		Follow model set in place in 2019 – students targeted based on data, whānau consulted and provided with rationale for programme, students work on reading strategies and development of relationship with staff member, re-tested for improvement.
Monitor the progress throughout the year. Retest particular skills as needed.	Reading comprehension strategies were taught and re-taught with students to ensure the development of reading habits.		Classroom teachers of focus students in Reading programme need to be given outline of strategies used, so these strategies can be utilised and reinforced in other classroom settings.
Repeat the e-asTTle test at the end of the year and measure progress again.	E-asttle re-administered with Yr 9 and 10 students early in Term 4. **All students moved up by at least 2 sub-levels; 5 students moved 3 sub-levels, 2 students moved 4 sub-levels.** **The largest increase was made by the two students who have an SLD, namely Dyslexia**		
Outcome			

11 students were originally identified. Of these 1 withdrew from the group as she felt that she just needed to read more. 1 student left NCG. Of the remaining 9 students who were focused on for reading skills the following gains were made.

Student	Yr 9 E-asTTle Nov 2018	Yr 10 e-asTTle Nov 2019	Progress made Y/N	Sublevels gained
Student 1	3A	4A	Yes	3
Student 2	3P	4A	Yes	4
Student 3	3A	4A	Yes	3
Student 4	3P	4A	Yes	4
Student 5	3A	4A	Yes	3
Student 6	3A	4P	Yes	2
Student 7	3A	4A	Yes	3
Student 8	3A	4A	Yes	3
Student 9	4B	4A	Yes	2

Target outcome: All students who remained in the programme gained at least 2 sub-levels so the target is met. More than two sublevels is accelerated progress.
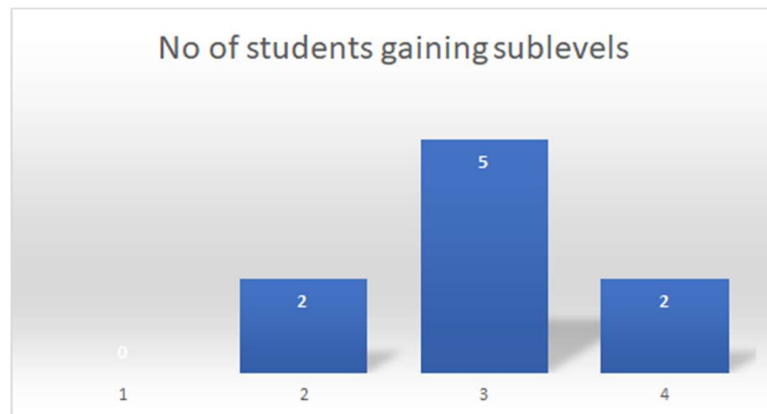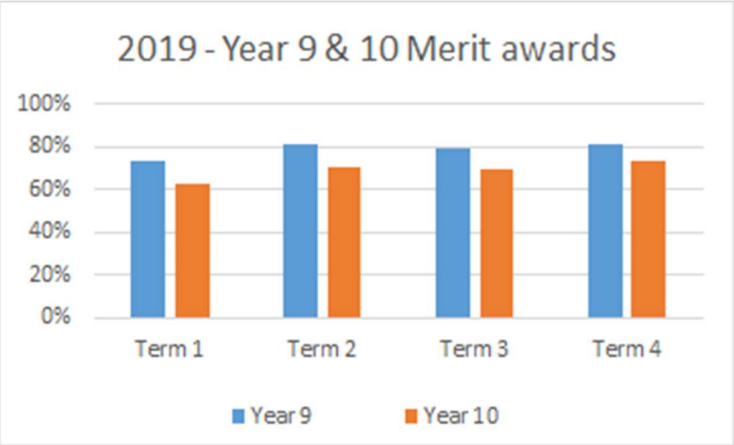
School Name: **Nelson College for Girls**   **School Number: 295**

Student Achievement Target 3:   Identify the group of focus students who did not gain 3 Merit Certificates in Year 9 2018. Increase the % of these students who gain Merit Certificates in year 10 by 75%.

Actions:	What worked - (Why did it work?);(How do we know?)	What didn't work - (Why didn't it work?); (How do we know?)	Next Step Action Points: for next year:
Identify the group of focus students in year 10 – 12 in total.	12 students identified – focus on students – Selection was based on Merit awards, attendance, pastoral records and poor academic achievement. Students identified in KAMAR #, list sent to all staff.		Create baseline data from 2019 merit certificates awarded to students each term.
For each student identify the areas of weakness that led to not gaining a Merit Certificate.		Report attributes have changed for 2019 – now based on Learning to Learn attributes, rather than key competencies. Scale changed from 4 point to 5 point. Changes mean that identified weaknesses from 2018 are not necessarily reported on in 2019.	Use baseline data from 2019 to continue to look at this aspect of learning. The target was difficult to measure in any accurate way because of the change in the system, which meant that the data was not valid to make comparison between the years.
Plan a programme of strategies and monitoring of the identified aspects for each student.		Not able to be done with the changes in the criteria. This will be able to be measured in subsequent years, however.	
Monitor and report progress each term	Kaiārahi monitor Merit certificates awarded to individuals within their ārahi. Data provided to kaiārahi - noting which subjects students are not achieving merit certificates in and why.	Data was not used effectively by all kaiārahi - PLD required.	Provide on-going PLD for kaiārahi on the use of merit data to infomr mentoring for learning discussions with junior students.
Celebrate the gaining of a certificate for all who achieve this.	Merit certificates printed and given to each kaiārahi for celebration within arahi. Data provided to show areas where students are not meeting the threshold for merit nomination. Kaiārahi discuss with individual students.		The Merit system is now becoming more fully understood by staff with the new criteria. Students too are now aware of what they need to do to gain each attribute.
Target outcome:	This target was not met as the 2018 data was measured in a different way and therefore comparisons could not be made.		

Baseline data from 2019 Merit certificates awarded to form base data for 2020 comparisons:

2019 - Year 9 & 10 Merit awards

Year 9   Year 10

School Name:	Nelson College for Girls		School Number: 295	

Student Achievement Target 4
Group 1 – Year 12 students who did not gain Level 1 Literacy and/or Numeracy in 2018; increase %age of cohort with Level 1 Literacy and Numeracy to 100% by end of year.
Group 2 – Māori students who did not gain a Level 2 certificate in 2018; raise overall %age of Level 2 Māori students with Level 2 by end of 2019 to 90%.
Group 3 – Students at Level 3 with courses that allow UE to be gained, who are at risk of not achieving this. Raise %age of students gaining UE overall to at least 70%.

Actions: Group1	What worked - (Why did it work?);(How do we know?)	What didn't work - (Why didn't it work?); (How do we know?)	Next Step Action Points: for next year:
Identify the 3 groups of focus students.	Three groups of students identified.		
For Group 1, plan the programme for literacy and numeracy that will enable success.	Students all enrolled in correct courses for Lit/Num and teachers are aware of what they need to do with the students.	Delayed info from COL data person; SLT needed to plan for more timely data to be produced.	Continue to track right from start of year and regularly check/update list, and contact staff if needed. Make sure relevant staff (esp English and Maths) are aware of that a student still requires Lit/Num. Import additional results when a student leaves for a course outside of school – liaise with NZQA Data Manager.
Monitor progress throughout the year.	<u>Year 12 tracking</u>: this was regular and useful Predicted grades spreadsheet: trialled in Term 3 with 'traffic light' system for at risk students, who were then followed up on	Inconsistency across NCEA tracking at all three levels; kaiārahi need to be more involved in this process too. It is unlikely there will be 100% Yr 12s gaining Lit/Num for a number of reasons including the fact two were leavers, one student was new to NZ and only here for one year, two had special learning needs, and one was often truant.	Plan for producing academic tracking data at regular intervals in 2020. Use 'traffic lighting' system provided within KAMAR reports rather than an Excel database
Target Outcome Group 1:	Of the focus students 6/10 students gained numeracy who needed this, and 7/9 gained literacy who needed it. The overall statistics for Literacy and Numeracy at Level 1 were Literacy 93.4%; Numeracy 90.4%; up from 2018 The overall statistics for Literacy and Numeracy at Level 2 were Literacy 97.5%; Numeracy 97.0%; slightly down from 2018.		
For Group 2, mentor each Māori student through their ārahi and	Group 2 – only 1 student remained, as the other 2 students left in March. (Only 3 of the	Huge attendance issues – but NCG aware and tried to put programmes in place.	Need a more formalised model to ensure regular input from the kaiārahi.

subject teachers. Regularly update progress to each student and her whānau.	24 Year 13 Māori students are without NCEA level 2) 1 remaining student – Completed the year and gained NCEA level 2 plus 43 credits towards Level 3. **Group extended to include 5 Year 12 Māori students without NCEA Level 1.** Of the 5 – 2 left school after achieving NCEA Level 1 1 achieved level 1, and will be working towards level 2 at NMIT in 2020 2 students achieved both NCEA level 1 & level 2		Continued work on the importance of attendance should help to continue to raise achievement of Māori students. Also working to retain them in education is also important. Those who remained at school achieved good outcomes.
Target outcome Group 2:	There were 3 Year 13 focus students. 2 of these left early in the year, without level 2. The third gained level 2 and 43 credits towards Level 3. **Target met for the student who remained beyond March.** A group of 5 year 12 students was added; all achieved Level 1; 2 achieved both level 1 and level 2.		
For Group 3, analyse programmes for all year 13 students and identify those students whose course will not allow them to gain UE. Ensure they are aware of this.	20/180 Year 13 students are not enrolled in a course that will enable them to gain UE qualification. 11.1% of the cohort. (These students are working towards Level 2 and/or 3, but not UE) Deans are aware of the group. Working alongside them to gain a qualification from the year.		Collect this data for the 2020 cohort as it is a reflection of the year group and the range of programmes required to meet their varying needs
For those with programmes that will allow UE, identify those students with low level 2 results, establish as a focus group and share information with kaiārahi and Dean.	Group 3 - selection was based on attendance, pastoral records and poor academic achievement in 2018. 16 students identified in KAMAR #, list sent to all staff. MW, HN and MZ worked together to cross-reference data to select students. Noted another group of 16 Year 13 students who are only studying 3 UE Approved subjects – more difficult to gain the qualification.	Need a more formalized mentoring for learning programme which provides easily accessible timely data for kaiārahi. Information provided by staff on focus students needed to be integrated into ārahi time programmes.	
Establish Learning plans and monitor progress throughout the year. Adjust programmes as	Kaiārahi and Deans work individually with students to monitor progress.		Mentoring for learning needs more focus to enable kaiārahi a structure for their discussions with students.

needed. Monitor attendance.			Students need to become much more aware of creating a 'buffer' to achieve their outcome ie. making sure they work towards achieving more credits they think they actually need, so if they do not achieve one external standard in final examinations, their goal is not lost.
Target outcome Group 3:	There were 16 Year 13 focus students. 4 of these left during the year without Level 3 or UE. Of the 12 who remained, 5 gained Level 3, but 7 didn't gain the 60 Level 3 credits required. (2 of these students were 1 credit short and enrolled in Te Kura Summer School to gain another standard.) Of the 5 who gained Level 3, 2 gained University Entrance. Of the 16 students, 5 students did not achieve their goal of Level 3/University Entrance, missing by only one achievement standard.		