



Michael Park School

Relate Create Inspire

Thank you for your interest in the position of Principal of Michael Park School.

The following documents are included:

- The Michael Park Story
- Person Specification
- Job Description
- Application Guidelines
- School Charter
- Latest ERO report

- Application Form – *for completion*
- Person Specification Profile – *for completion*
- Referees report form - *you will need to provide a copy for each of your referees*

If you would like to visit the school, please contact the Deputy Principal, Adam Driver who can arrange to meet with you and host a visit. adamdriver@michaelpark.school.nz Ph. (09) 579 3083

Closing date for applications is **4.00pm Friday 13th April 2018.**

Completed application and referees' reports are to be sent to:

Ahead Associates Ltd

P O Box 109 210

Newmarket

AUCKLAND 1149

or

colleneroche@aheadassociates.co.nz

Yours sincerely

Ngaire Cooper

Chair

Michael Park School Board of Trustees



The founding of Michael Park School arose out of a community vision for Rudolf Steiner education in Auckland which culminated in the school opening on the present site in 1979, beginning with a kindergarten and lower school classes 1-4. At this time the area was a swampy wasteland although it had been historically used as an important food gathering area by local ngāti whātua iwi.

The successful establishment of the present well-developed campus was made possible through the collaboration of parents, whānau and the wider community. The land restoration, regeneration and care for this area which characterised the early years of the school remain important impulses in the life of the school.

Today Michael Park is an integrated Area School providing education for students in kindergarten (aged 4-6 years), lower school (aged 6-14 years) and high school (aged 14-18 years). Our approach to learning recognises each student as a unique individual of body, soul and spirit. This is reflected in a curriculum that is distinct, rich and wide-ranging, and inspired by Rudolf Steiner's educational ideas.

Michael Park graduates are socially competent critical thinkers who use their skills and capacities to set themselves challenging realistic goals for further education and for life. We educate students to become self-aware, self-managing individuals who have courage for their own growth.

Our alumni are found as leaders and innovators in diverse fields around the world including finance, business and information technology, the tertiary sector and research in science, law, medicine as well as in many areas of the arts including film media, design, music and fine arts.

This is enabled through a rich and diverse curriculum with a style of delivery which is contextual, practical and varied. A coordinated approach to the development of the individual capacities of our students is provided by the social and learning environment. Students are met with high expectations through individual projects, class productions, outdoor education experiences and other challenges which allows them to experience success and take ownership of their own achievements.

The emphasis on community enables students to seek out opportunities for service leadership and individualise their learning pathways as they progress through high school. The journey of our students is nurtured within the partnership of their teachers and whānau.

Over the past few years demand for enrolments in the Lower School has significantly increased and we are presently engaged in a community consultation regarding possible development pathways for the school into the future.



Principal

Person Specification

Michael Park School is a co-educational Class 1 – 12 school which celebrates the diversity of its students. We are looking for a new Principal with strong leadership skills who will continue to build on our tradition of valuing the contributions of all staff, students and parents as well as building positive relationships with the community.

The appointee, who will lead the school through exciting future developments, will be a person of integrity and experience who values all that is excellent in education.

The Principal will have:

- An understanding of and commitment to developing Steiner education in Aotearoa NZ
- Experience with, and commitment to working with a diverse, multicultural community and be able to implement improved educational outcomes for such a community
- Demonstrated ability to raise student achievement levels and share enthusiasm for success.
- The ability to build and maintain strong relationships at all levels
- Strong communication skills and be an effective listener
- Demonstrated strategic leadership and the ability to work collegially
- Proven ability to manage change across the spectrum of Principal responsibilities in the school
- Been recognised by colleagues within the profession as making a valued contribution to education
- A genuine passion for students to enable them to enjoy learning so that they become lifelong learners
- The ability and desire to work collaboratively with other Steiner schools

- The ability to forge partnerships with diverse organisations and provide educational leadership in the wider community
- The willingness and ability to learn, adapt and grow in the position
- The desire and ability to encourage and support a broad co-curricula programme
- A sense of humour, tolerance and respect for all



Job Description for the Position of Principal

Position: *Principal*

Responsible to: *The Board of Trustees – Michael Park School*

General Aim: *To provide the professional and management leadership necessary to enable Michael Park School to use its Goals and Guiding Principles to achieve its mission.*

School Mission Statement: *Developing free human beings who are able of themselves to impart purpose and direction to their lives*

Key Responsibility Areas:

- *Professional leadership*
- *Strategic Management*
- *Personnel Management*
- *Relationship Management*
- *Financial and Asset Management*
- *Compliance with statutory and report requirements*
- *Maintain and develop professional skills*
- *International students*

Note:

- This document incorporates the national Professional Standards for Area School Principals that are made applicable to the management of Michael Park School.



Principal Appointment

Application Guidelines

Thank you for your interest in this position. To apply you will need to include these items in your application:

- A letter of application
- Your curriculum vitae
- The completed Person Specification Profile
- The Application Form which includes the names and details of three referees
- Copies of certificates for qualifications – attached. If you are successful you will be asked to furnish proof of qualifications by providing original certificates
- If you wish to have your CV returned please provide a stamped addressed envelope with your application

1. Letter of Application

This should be a brief letter, no more than several paragraphs, indicating your wish to be considered for appointment as Principal of Michael Park School. It should be addressed to:

Mrs N Cooper
Chair, Board of Trustees
C/o PO Box 109210
Newmarket
Auckland 1149

2. Curriculum Vitae

Please set out your curriculum vitae in the following way: It should be presented on one sided loose leafed A4 paper.

Personal Details:	Name, address, other contact details Country of birth, citizenship
Employment History	From initial employment to the most recent. (Include calendar years in each employment, name of school/employer, positions held in each school/employment, reason for termination in each case)
Academic qualification	Recognised qualifications
Professional Development	List recent (last three to five years) significant professional development undertaken

3. Person Specification Profile

Please complete the form making comment against each of the criteria.

4. Names of Referees

Choose three referees who can attest to your experience and suitability as the Principal of Michael Park School.

Attached is a referee's form for you to copy and provide for your referees to complete and post or email. *When you contact them please ensure that they know that their report must be received by **Ahead Associates** by 4 p m on Friday 13th April 2018.*

The Board of Trustees seeks your permission to contact these referees and other referees of their choosing (see Application form).

Applications close at 4:00 p.m. Friday 13th April 2018.

Please ensure all of the above is sent to:

Ahead Associates
PO Box 109210
Newmarket
Auckland 1149
New Zealand



Michael Park School

Relate Create Inspire

CHARTER 2018

“Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives”

(Steiner)

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OUR MISSION

Developing free human beings who are able of themselves to impart purpose and direction to their lives

OUR VISION

Living Waldorf Pedagogy

Vibrant Community

Financial Resilience

OUTSTANDING STEINER EDUCATION

It is the task of Michael Park School to provide outstanding Rudolf Steiner Education.

The school curriculum is guided by the Steiner view of child development. Students will reach their potential within an inspiring academic, artistic and spiritual framework, which will educate the whole human being, recognizing that each child is on a pathway to fulfil their destiny.

When students graduate from Michael Park School they will have received a broad and well-rounded education and have gained the necessary skills and qualifications to walk confidently into the world of work and further study and lead a fulfilling life.

Our graduates will be imaginative and resourceful problem-solvers with vision and enthusiasm for life and an awareness of the interconnectedness of their actions. Self-directed and courageous, they will continue to develop their talents to reach their full potential. Socially and culturally integrated, they will value and respect themselves, others and the environment.

As positive contributors to society with a well-developed social conscience, Michael Park School graduates will be able to meet challenges and through their deeds make a difference to the world in which they live.

Vision



DELIVERING THE MPS VISION

MPS Teachers

- Engage with the vision
- Provide high quality programmes of learning that reflect our Steiner pedagogy and developmental curriculum
- Deliver the New Zealand curriculum effectively
- Foster positive relationships with parents and whānau
- Provide culturally responsive teaching for Maori learners “me hikoi te korero”
- Use data and observation to drive planning and teaching and to monitor and report on student progress and achievement
- Collaborate in professional learning opportunities to deepen their understanding of Steiner pedagogy and set goals to improve their practice
- Meet differentiated learning needs
- Celebrate success and encourage self-responsibility
- Are supportive professional colleagues

MPS Curriculum

- Reflects our special character and the New Zealand Curriculum – breadth and balance
- Provides learning experiences that promote the virtues, values and impulses of Steiner Education
- Meets the needs of all students
- Includes authentic contexts for learning that reflect and affirm the identity, language and culture of Maori students
- Is regularly reviewed and updated

MPS Policies and Procedures

- Reflect good practice
- Are developed through consultation
- Are clearly accessible and understood
- Facilitate effective operation and organisation
- Are regularly reviewed and updated

Michael Park School students will reach their potential within an inspiring academic, artistic and spiritual framework, which will educate the whole human being, recognizing that each child is on a pathway to fulfil their destiny.

MPS Senior Leadership Team

- Manages the school in accordance with its Special Character in collaboration with the College of Teachers and Faculty
- Provides effective, strategic, administrative and pedagogical leadership
- Undertakes an ongoing programme of self-review of the school’s programmes and activities
- Maintains a focus on practices that ensure quality teaching and learning programmes
- Sets goals to achieve financial resilience
- Promotes the vision to staff and community
- Publicises the school’s success
- Monitors & reports progress on school goals / targets
- Maintains effective communication between departments and between school and home
- Provides targeted professional development that aligns with school goals
- Provides a performance management system that builds high levels of staff performance

MPS Support Staff

- Are well informed
- Are supportive of the school and its aims
- Feel a valued part of the team
- Are positive and professional

MPS Board of Trustees

- Provides strong and effective governance processes
- Monitors changes to the operational environment
- Monitors student achievement
- Aspires to best practice in governance
- Maintains effective working relationships with the principal, college and RSST

MPS Students

- Take increased responsibility for their actions and learning
- Are nourished and extended through a rich Steiner curriculum and learning impulses
- Feel safe and cared for
- Are encouraged and challenged
- Understand and value service leadership
- Are visible as role models and tuakana teina
- Celebrate their achievements

MPS Parents and Whānau

- Feel welcome and included
- Are well informed through timely and effective communication
- Have access to parent education initiatives relating to curriculum, parenting and child development
- Attend class meetings
- Value and participate in community and fundraising initiatives that reflect the values of the school
- Respect the professional judgement of teachers and staff and work in partnership with them

Rudolf Steiner Schools Trust

- Promotes understanding of our special character in the wider community
- Develops a coherent 30 year property plan
- Maintains an active alumni
- Builds a strong relationship with the Federation (FRSWNZ) and other Steiner Schools
- Has ongoing and effective programmes of fundraising to support the delivery of our special character education
- Maintains an effective working relationship with the principal, college and board of trustees
- Monitors changes to the environment
- Supports increased access to special character education for parents and teachers

VALUES

Respectful relationships

Balanced 3-fold Steiner education

Reverence and wonder

We value students and staff committed to:

1. The pursuit of personal excellence in a broad range of endeavours.
2. Becoming life-long learners and inquirers.
3. Being inclusive through understanding and valuing a diversity of cultures, needs and strengths.
4. Social responsibility through creating a caring, disciplined, fair and orderly environment enshrined in our code of conduct.
5. A positive contribution to society.

STATEMENT OF INTENT

DELIVERING OUR SPECIAL CHARACTER AND UPHOLDING THE NATIONAL EDUCATION PRIORITIES

PRESERVATION AND ENHANCEMENT OF THE SPECIAL CHARACTER

The special character of the school permeates all aspects of the character and operation of the school.

The Rudolf Steiner Schools Trust together with the College of Teachers and the Board of Trustees are responsible for the preservation and enhancement of the special character of the school. In partnership with the community, they seek to work in a way that acknowledges the existence of the spiritual world and its importance in guiding the development of the school.

The Board of Trustees commits to upholding the special character as it manifests in the organisation and operational areas of school life. Their activities will reflect the special character of the school. Planning, consultation and development of the school will embrace a commitment to uphold this intention.

Key indicators:

- The school will retain a College of Teachers. It will uphold a reflective and management function and through this, on behalf of the community, a commitment to the spiritual work that guides and nurtures the development of the school.
- Curriculum programmes, physical environment, buildings and materials will uphold and reflect the developmental view of the child and learning environment as indicated by Rudolf Steiner.
- Mandated groups will uphold the ideal of consensus decision-making.
- The Rudolf Steiner Schools Trust and Board of Trustees will collectively present school-wide annual reporting and undertake self-review procedures.
- Staff will agree to uphold the special character indicators of their job descriptions. This will be a condition of employment as specified in the Integration Agreement.

STRATEGIC FOCUS 2018 ANNUAL PLAN

Theme for the Year: Relate, Create and Inspire!			
Strategic Goals 2018	Annual Aims 2018	Measurable Outcomes	Responsibility
1. RELATE: WELLBEING	Goal 1 – Inclusive, enthusiastic, joyful and caring school community	Students are engaged, feel included and able to learn to their full potential	Whole School
	Wellbeing promoted across all aspects of school community	<ul style="list-style-type: none"> Wellbeing survey reviewed and recommendations implemented, continual feedback received from community; students, student leadership council, whānau and staff 	Principal
	Health and PE curriculum reviewed to improve social skills and emotional resilience, including review of camp programs	<ul style="list-style-type: none"> Health and PE curriculum reviewed in consultation with Faculty and develop Subject Review Plan Suggested improvements from camp review implemented and EOTC forms developed to support camp leaders and teachers; to encourage EOTC activities to enrich learning activities, and increase student engagement 	Principal EOTC Coordinator
	Improve engagement in Classes 8,9,10	<ul style="list-style-type: none"> High school focus on engaging lessons with positive student feedback received Investigate life skills, technology programmes, civics/politics, student council and leadership, gardening, EOTC programs Work closely with care group, SENCO, school councillors, horizon coordinator and whānau 	HS Section HS students
	Review of student code of conduct and pastoral care policies to reflect school values	<ul style="list-style-type: none"> Behaviour management policy reviewed in consultation with community, alignment with school values and implemented across the school New strategies implemented across school and applied consistently Student survey shows improved outcomes for student behaviour Teachers log pastoral notes on the Edge, monitor and focus on positive behaviour 	Working Group Faculty
	Wellbeing group to support staff wellbeing	<ul style="list-style-type: none"> Staff wellbeing seen as a shared responsibility – staff retention high and surveyed feedback positive 	All staff
	Productive partnerships with Māori whānau, hapū, iwi, Māori organisations	<ul style="list-style-type: none"> Ongoing exchange of knowledge and information Teachers and staff increased use of Te Reo Maori is evident in class, school based events and festivals Māori students see their culture, language and knowledge respected and reflected in the MPS community 	SLT, College and all staff
	Support for international and exchange students	<ul style="list-style-type: none"> Recommendations from 2017 review are successfully implemented 	Enrolment Officer and teachers
	Differentiation applied across all classes to improve student outcomes and engagement	<ul style="list-style-type: none"> RTLB training for teachers throughout Terms 1, 2, 3 Targets for student learning reached See appendix re targets to be achieved 	Deputy Principals HSQC Horizon Coordinator
	COL Achievement Challenge	<ul style="list-style-type: none"> Continue to work with improving writing and maths outcomes as per COL targets 	WSTs, ASTs all teachers

2. CREATE: GROWTH	Goal 2 – Plan future growth strategy	Clear strategies in place aligned with growth vision for the school	
	Define vision for growth of Steiner education in the upper North island Investigate future growth pathway	<ul style="list-style-type: none"> RSST/College/ BOT develop vision and meet Term 1 meeting in Waikato to see how we align with other schools 	RSST, BOT, College and SLT
	Research and investigate through a feasibility study which way MPS grows to meet future demand	<ul style="list-style-type: none"> Community consulted and decision made as to which future strategies are best for MPS 	RSST, BOT, College and SLT
	Plan growth strategy	<ul style="list-style-type: none"> BOT and RSST work together to develop growth strategy, project management, timelines and budget 	RSST, BOT, College and SLT
3. INSPIRE: SPECIAL CHARACTER	Goal 3 – Strengthen, define and improve our Special Character at MPS	Michael Park School upholding Steiner education and seen as a Steiner school of excellence	
	Strengthen Steiner pedagogical practice	<ul style="list-style-type: none"> High school intensives (8 teachers attend in January holidays) Class intensives (3 teachers attend in January holidays) AUT course Grad cert Steiner Ed – approx. 5 enrolled – study time and collegial support Steiner Maths conference 22-24 January (Jamie York) – funded by Federation MPS conference – 30/31 January – combination of Maori and Special Character Faculty sharing in classes from kindergarten to Class 7 and specialist subjects with Classes 8-12 in 2019 College open up study to include all teachers that would like to attend and focus on AUT papers to support teachers with their study Special Character Handbook reviewed for all staff 	College, Faculty and SLT
	Investigate Steiner Certificate	<ul style="list-style-type: none"> SEDT meet with staff and issues discussed BOT, RSST, College and Community are consulted and decision made whether MPS introduces Steiner Certificate for Level 2 and 3 and timeline established for implementation 	Principal and College in consultation with Faculty, RSST and BOT
	Eurythmy strengthened and supported	<ul style="list-style-type: none"> MPS support performance from Eurythmy group and investigate ways to strengthen in school Work with Federation to find new ways to strengthen Eurythmy in Auckland and NZ 	College College
	Staff and Community have deeper understanding of our Special Character	<ul style="list-style-type: none"> Opportunities throughout the year for parents to learn more about Steiner education such as community talks, parent evenings, principal morning teas, open days and school tours. 	Principal, Enrolment Coordinator, College, DPs

STRATEGIC PLAN 2018 – 2021

Strategic Goals	2018	2019	2020-2021
RELATE - WELLBEING Goal 1 – Inclusive, enthusiastic, joyful and caring school community	<ul style="list-style-type: none"> Wellbeing promoted across all aspects of school community Health and PE curriculum reviewed to improve social skills and emotional resilience, including review of camp programs and develop Subject Review Plan Improve engagement in Classes 8,9,10 Review of student code of conduct and pastoral care policies to reflect school values Wellbeing group to support staff wellbeing Productive partnerships with Māori whānau, hapū, iwi, Māori organisations Support for international and exchange students Differentiation applied across all classes to improve student outcomes and engagement COL Achievement Challenge 	<ul style="list-style-type: none"> Māori students' achievement is in line with results for all students Productive partnerships with Māori whānau, hapū, iwi, Māori organisations Planning for all (differentiation practices) embedded into teaching practice so that all student needs met Focus on academic achievement in balance with high level of pastoral care and creative endeavours Investigate high school electives most meaningful for current students to increase student retention Lower School, Middle School and High School teacher work together to review priority curriculum areas to ensure streamlined progression Pastoral care policy focuses on positive and restorative practice Follow Subject Review Plan 	<ul style="list-style-type: none"> Māori students' achievement remains in line with results for all students Productive partnerships with Māori whānau, hapū, iwi, Māori organisations Differentiation strategies meeting needs of all students and teachers share new ideas and resources Culture of teachers as leaders of curriculum development improved High School tone of respect, clear expectations of work and behaviour leads the way for younger students Teachers enthusiastic and passionate about their subjects and student outcomes meeting targets Engaged parents and community Speakers inform community on topics that align with our special character Follow Subject Review Plan
CREATE - GROWTH Goal 2 – Plan future strategy	<ul style="list-style-type: none"> Define vision for growth of Steiner education in the upper North island Investigate future growth pathway Research and investigate through a feasibility study which way MPS grows to meet future demand Plan growth strategy 	<ul style="list-style-type: none"> Continued participation in national cluster meetings and conferences New Learning Steps (Reading, Writing, Mathematics) Classes 8-9 implemented from 2018 High School at full roll by end of 2018 Decision on NZCSE by term 1 2018 and possible implementation from 2019 Plan for Digital Technology curriculum implementation Implement growth strategy 	<ul style="list-style-type: none"> Implement Digital Technology Curriculum Review Learning Steps 8-9
INSPIRE - SPECIAL CHARACTER Goal 3 – Strengthen, define and improve our Special Character at MPS	<ul style="list-style-type: none"> Strengthen Steiner pedagogical practice Investigate Steiner Certificate Eurythmy strengthened and supported Staff and Community have deeper understanding of our Special Character 	<ul style="list-style-type: none"> Continued teacher participation in best-practice workshops in alignment with our special character Decision of NZCSE implementation plan in progress College study involves more teachers Waldorf 100 conference attracts many participants Teacher appraisal using Appraisal Connector well embedded and culture of peer review improving teaching and learning 	<ul style="list-style-type: none"> MPS leading curriculum or class intensives for high school or lower school Continued participation in cluster meetings and conferences

STUDENT ACHIEVEMENT TARGETS 2018

The 2018 targets aim to raise student achievement within inclusive classrooms in which the skills and abilities of each student are fully developed. There will be a focus on individual and value-added progress while promoting age-appropriate awareness of students' own learning and next steps (Class 5-12).

The achievement targets align with the achievement challenges of our Community of Learning and are underpinned by a focus on Ka Hikitia, accelerating learning success for Māori learners achieve UE literacy and numeracy. RTLB lead school wide focus on 'planning for all'.

Teachers will:

- Regularly assess and monitor progress and achievement of students in Classes 1-7 (Years 2-8) against the FRSWNZ Learning Steps (revised 2017).
- Regularly assess and monitor progress and achievement of students in Classes 8-9 (Years 9-10) against the New Zealand literacy and numeracy progressions and corresponding curriculum indications.
- Track and monitor students working towards SSC level 1 and NCEA to ensure their progress is subject to regular scrutiny.
- Implement appropriate solutions and processes to accelerate the learning progress of target subgroups of target students.
- Implement appropriate solutions and support processes for students whose achievement is below that expected / inconsistent with their intended pathway to future education, training and employment.
- Report to parents on progress in parents meetings, twice a year in writing and once a year at parent-teacher-student conferences, clearly signalling areas for development.
- Participate in improving overall teacher judgements and moderation practice as per the goals and assessment schedule.
- Provide regular, meaningful and timely feedback to students on their achievement and progress so they can articulate their next steps.
- Provide a differentiated programme for each class.
- Analyse end-of-unit and year-end data to inform planning.
- Link their post-unit reflections and analysis of data to planning.

Focus Areas – Mathematics in Classes 3-7 (Years 4-8) and Writing (Classes 4-9):

- Michael Park School is committed to raising the standards of mathematics and writing across the curriculum and to providing the opportunity for our more able mathematics students to excel.

Māori and Pasifika students and students of Asian ethnicity:

- Analysis and reporting on all targets will include specific reference to achievement and progress of Māori and Pasifika students and those of Asian ethnicity.
- There is a shared commitment to every Māori learner succeeding at or above their peer level with effective teaching and that every Māori learner is each and everyone's responsibility.

<p>TARGET 1</p> <p>The CoL goal for students achieving at or above the expected level in Writing was 73%. In 2017 MPS students achieved 67% .</p>	<p>WRITING IN PRIMARY SCHOOL</p> <p>a) Class 4 have 34% of students/ Class 5 have 46% of students/ Class 6 have 23% of students and Class 7 have 51% of students who are writing below or approaching the expected level of achievement. In 2018 they will make accelerated progress so that they are approaching, at or above the expected level measured by analysis and moderation of their independent writing against the FRSWNZ Learning Steps and their aSTTle writing results.</p> <p>b) The group of 16 students (51%) in Class 7 (Year 8) who are writing below or approaching the expected level of achievement will make accelerated progress with a focus on grammar and punctuation so that they meet the Year 8 standard for writing measured by analysis and moderation of their independent writing against the FRSWNZ Learning Steps and their aSTTle writing results.</p>
<p>Historical Context</p>	<p>Strategies</p>
<p>Overall teacher judgements and subsequent analysis shows that more progress can be made with regard to student achievement targets in writing in 2017 and that further work is necessary to strengthen structural features in writing across the Middle School and lower end of the High School.</p> <p>Class 5 have 9 students with identified learning needs which affect writing and motor planning.</p> <p>This target aligns to the achievement challenges in the FRSWNZ Community of Learning.</p>	<p>Three lower school teachers went to Sydney Intensives during the Summer Holidays and will feed back their new learning in section meetings. Teachers will engage in targeted PLD relating to ‘planning for all’ which the RTLB’s will deliver at Section meetings. This will ensure that all target students are specifically planned for - IEP’s to be further streamlined and made user friendly with goals and objectives clearly stated.</p> <p>Using a collaborative inquiry approach, teachers will: Focus consistently on the students who are the subject of this target, assessing their progress at regular intervals (every 3-4 weeks) and adjusting planning and teaching strategies accordingly. Regular opportunities will be provided by the Lead Literacy Teacher and CoL Literacy teacher in section and team meetings and in the classroom for modelling and sharing of effective strategies for accelerating learning progress. Lead Teacher to assess planning and resources and teaching strategies for target students.</p> <ol style="list-style-type: none"> 1. Teachers to develop a 3 year plan- 1st year introduction – 2nd year revisit and enhance – master in the 3rd year. 2. Use a mix of grouping strategies for differentiated teaching – ‘planning for all’. 3. Provide regular opportunities for shared writing and modelling of good writing think-pair-share to build confidence, scaffold students towards independence and support students to plan effectively for writing 4. Provide regular opportunities for students to form clear ideas within a paragraph and link to subsequent paragraphs beginning with an interesting introduction and strong conclusion. 5. Model how to plan writing – brainstorming the process. 6. Student voice survey for students in classes 4-7 7. Co-construct assessment criteria with the students ensuring they are clear about criteria for success using feedback from the student surveys 8. Provide regular verbal and written feed-forward to students – introduce self and peer assessments. 9. Make assessment visible through regular age-appropriate opportunities for students to know what to focus on in order to improve their knowledge and skills and articulate their next learning steps use of visuals in the class as a focus for writing strategies

	<p>10. Closely monitor student progress and achievement against the FRSWNZ Learning Steps (Revised January 2017)</p> <p>11. Analyse end-of-unit and end-of-year data to monitor progress and inform planning</p>
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<p>TARGET 2</p> <p>The CoL goal for students achieving at or above in Mathematics was set at 78% at Michael Park we achieved 79%</p>	<p>MATHEMATICS IN PRIMARY SCHOOL</p> <p>Class 4 have 21% of students who are achieving below the expected level in Mathematics - class 5 have 54% - class 6 have 10% whilst class 7 has 23% of students who are achieving below the expected level . These students will make accelerated progress so that they are at or above the expected level in number operations measured by analysis and moderation against the revised FRSWNZ Learning Steps (2017), GLOSS and PAT mathematics results.</p> <p>12. The group of 27 students in Classes 3-6 (Years 4-7) who are achieving below or approaching the expected level in number strategies and statistics according to overall teacher judgements in the 2017 Assessment report will make accelerated progress so they are at or above the expected level in number operations measured by analysis and moderation against the revised FRSWNZ Learning Steps (2017), GLOSS, and PAT mathematics and results.</p>
Historical Context	Key Strategies
<p>Class 5 have had two teachers during 2017. Several students have identified learning needs in class 5 which may have impacted on the results.</p> <p>Development of multiplicative and proportional thinking continues to be a challenge for some students and during 2018 application of strategies learned through ALiM will be applied in other classes to accelerate learning progress for target groups.</p> <p>This target aligns to the achievement challenges in the FRSWNZ Community of Learning.</p>	<p>Some teachers attended the PD provided by Jamie York in the Summer Holidays which was organised to accelerate learning in mathematics during 2018. Three teachers attended the Intensives in Sydney Australia during the Summer Holidays and will provide feedback to staff at section and faculty meetings.</p> <p>Using a collaborative inquiry approach, teachers will: Focus consistently on the students who are the subject of this target, assessing their progress at regular intervals (every 3-4 weeks) and adjusting planning and teaching strategies accordingly. Regular opportunities will be provided by the Lead Maths Teacher and CoL Maths Lead Teacher in section and team meetings and classrooms for modelling and sharing of effective strategies for accelerating learning progress.</p> <p>Maths Lead teachers to check planning, resources and teaching strategies for the target students.</p> <p>Sue Pine – Cognition Maths specialist will be working alongside our CoL Maths lead teacher and delivering PD to staff.</p> <ol style="list-style-type: none"> 1. Instill a love of Maths - Teachers being enthused with teaching Maths- inspire the children give them wonder and awe! 2. Teachers to develop a 3 year plan- 1st year introduction – 2nd year revisit and enhance – master in the 3rd year. 3. Engage students with fun activities – maths games/ constructing objects to make maths meaningful – Hands on and practical. 4. Use a mix of grouping strategies for differentiated teaching – Planning for all

	<ol style="list-style-type: none"> 5. Class 1 -4 develop a sense of number - focus on addition and subtraction in classes 2-4 6. Student voice survey for students in classes 4-7 7. Co-construct assessment criteria with the students ensuring they are clear about criteria for success using feedback from the student surveys 8. Fractions to be embedded by the end of Class 6. Long division continues in the 5th and 6th classes. 9. Model Mathematical thinking with our Maths language (i.e. minus is difference or subtraction) 10. End of class 3 goal to have the basic facts taught so that students understand fully by class 5 11. Class 4 – use riddles and puzzles- see maths everywhere wall displays and children working in groups 12. Develop critical thinking/Higher Order thinking/ questions with many different answers- develop a deep understanding - not learning by rote. 13. Work with questions, articulate the question clearly, say and write it down- let children wait – let children sleep on the question and revisit the next day 14. Use talk-moves and a mix of problem solving and maths maintenance and practice work to build confidence and support students to progress. 15. Provide equal emphasis on whole-to-the-part and part-to-the-whole teaching to develop flexibility in thinking and basic recall of factors. 16. Classes 5 – 7 Utilise termly year-specific Maths mate assessments for basic facts, common factors and multiples, fractions and decimal operations with a goal of ensuring all students can simplify fractions and calculate equivalent fractions by the end of Class 5 and convert fractions to decimals and percentages (and vice-versa) by the end of Class 6 (building foundations for proportional thinking). 17. Class 6: Students with poor recall of tables will receive specific modelling in the use of calculators so that they are able to participate fully in the Commercial Maths Main Lesson. 18. Provide regular verbal and written feed-forward to students introduce peer and self appraisal 19. Closely monitor student progress and achievement against the FRSWNZ Learning Steps (Revised January 2017) 20. Analyse end-of-unit and end-of-year data to monitor progress and inform planning
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<p>TARGET 3</p> <p>In 2017, there were 3 Māori students in Classes 3 – 7 in Maths who are approaching and 2 who are below.</p> <p>In writing there were 3 Māori students approaching and 2 below.</p> <p>In reading there are 2 Māori students approaching and 1 below. This has significantly improved from 2016 where there were 6 students.</p>	<p>KA HIKITIA: RAISE ACHIEVEMENT IN LITERACY AND NUMERACY FOR MĀORI</p> <p>a) Classes 3 – 7: According to overall teacher judgements from the end of 2017, the 3 Māori students working below or approaching the expected level in reading, 3 Māori students below or approaching the expected level in writing and 2 Māori students below or approaching the expected level of achievement in Mathematics will receive targeted support and collaboration between school and home to enable them to make accelerated progress to achieve at their year level.</p> <p>b) Classes 8 and 9 (Years 9 and 10): support Māori students to achieve at their year level (i.e. be working at the appropriate curriculum level for their year in and numeracy and successfully complete 80% of the units during the year in all subjects) or reach an appropriate goal decided in their partnership plan.</p> <p>c) Classes 10-12 (Years 11-13): support Māori students to achieve at their year level (i.e. year 11 students will achieve NZCSE level 1 and UE numeracy, year 12 students will achieve NCEA level 2 and UE literacy and year 13 students will achieve NCEA level 3 and UE) or reach an individual appropriate goal decided in their partnership plan.</p>
<p>Historical Context</p>	<p>Key Strategies</p>
<p>Analysis of Lower School teacher judgements and assessment data from 2017 shows that Māori student achievement improved slightly</p> <p>The number of Māori students in High School during 2017 was very small. It is difficult to make robust generalizations about Māori achievement in comparison to Pakeha.</p> <p>Numeracy: The 1 Māori student in Class 8 was at the national average, of the 4 Māori students in Class 9, 3 were above and 1 at the national average. All five Māori students have gained NZCSE and NCEA level 1 Numeracy.</p> <p>Literacy: NZCSE: Of the 4 Māori students, 3 achieved NZCSE Level 1 literacy and 1 did through Te Reo.</p> <p>NZCSE: Of the 4 Māori students, all</p>	<p>Using a collaborative inquiry approach, teachers will: Explore evidence informed practices which engage and accelerate the learning progress of Māori students, assessing their progress at regular intervals (every 3-4 weeks) and adjusting planning and teaching strategies accordingly.</p> <ol style="list-style-type: none"> 1. Share analysis and planning for this group and strategies for success 2. Co-construct assessment criteria with the students ensuring they are clear about criteria for success 3. Provide regular verbal and written feed-forward to students and ensure these students are clear about their next steps in learning and can articulate these 4. Provide planned opportunities, including in Main Lesson, art and block lessons, craft workshops. EOTC and in festival celebrations to integrate Māori students' language, identity, culture into the learning programme 5. Class 5-12: Provide regular opportunities for students to differentiate the learning pathway 6. Closely monitor student progress and achievement against the numeracy progressions and corresponding New Zealand Curriculum levels 7. Continue to provide staff PLD at Faculty to strengthen teacher familiarity with tātaiako and effective strategies lifting engagement of this cohort of students. 8. Analyse end-of-unit and end-of-year data to monitor progress and inform planning, incorporating student voice. 9. The Section Leaders, SENCO and Horizon Coordinator will ensure that student achievement targets and subgroups of students are clearly identified through class overviews and monitoring of progress in department and Section Meetings.

<p>achieved NZCSE Level 1.</p> <p>NCEA Level 2 and 3: The 1 Māori student at Class 11 and the 1 student at Class 12 both achieved Excellence Endorsement for their respective levels.</p> <p>Given the national picture, the Lower School data from 2017, and our Te Tiriti commitments we continue to focus on Māori achievement.</p>	
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TARGET 4	<p>HIGH SCHOOL STUDENTS AT RISK OF NOT ACHIEVING AT THEIR YEAR LEVEL</p> <p>a) The group of 24 students who are the target of this year's Class 10-12 (year 11-13) RTLB (and other) funding, and at risk of not achieving, will be monitored and supported to achieve at their year level (i.e. year 11 students will achieve NZCSE level 1, year 12 students will achieve NCEA level 2 and year 13 students will achieve NCEA level 3) or reach an appropriate goal decided in their partnership plan. NB two Class 12 students will be completing Level 2 this year.</p> <p>b) The group of 21 students in Classes 8 and 9 (years 9 and 10), who are identified on the class overview as being at risk of not achieving, will be monitored and supported to achieve at their year level (i.e. be working at the appropriate curriculum level for their year in literacy and numeracy and successfully complete 80% of the during the year in all subjects) or reach an appropriate goal decided in their partnership plan.</p>
Historical Context	Key Strategies
<p>a) This goal of targeting achievement of students who are the subject of the Y11-13 RTLB funding application has historically proven very successful at raising student achievement.</p> <p>2017: Class 10: The 1 at risk student who</p>	<p>Using a collaborative inquiry approach, the High School Leader, Assessment Coordinator and Horizon Coordinator will: Ensure that Section and Department meetings are used to explore, share and model evidence-informed practices which engage and accelerate the learning progress of this target cohort.</p> <p>The Horizon Coordinator and High School Teachers will:</p> <ol style="list-style-type: none"> 1. Focus consistently on the students who are the subject of this target, ensuring they are identified in planning, that their progress is subject to scrutiny at regular intervals and planning and teaching strategies adjusted accordingly. 2. Share analysis and planning for this group and strategies for success 3. Provide a differentiated programme to support students to meet the requirements their course work 4. Provide timely and regular feedforward to students on their achievement and progress and ensure they are clear about the assessment criteria and can articulate their next steps in learning 5. Ensure students have individualised goals arising from analysis of their work 6. Ensure parents are alerted immediately with regard to any concerns relating to progress and achievement 7. Ensure written reports clearly describe progress to date and required next steps

<p>did not achieve NZCSE did achieve the literacy and numeracy credits but not enough points overall.</p> <p>Class 11: 1 at risk student in C11 left for a trades based education. 3 achieved NCEA L2 and 1 did not.</p> <p>Class 12: Of the 6 at risk, 2 left MPS. 2 achieved L3 and UE, 1 achieved Level 3, and 1 did not achieve Level 3.</p>	<p>The High School Assessment Coordinator and Class 8-9 Dean will:</p> <ol style="list-style-type: none"> 8. Closely monitor and track progress of target groups of students 9. Ensure students are provided with updated records of learning each term 10. Monitor the quality of marking and feed-forward to students 11. Ensure milestones are in place for programmes involving year-long internals 12. Ensure students are surveyed after each Main Lesson and at mid-year / after practice exams to identify any concerns and that this information is fed back to teachers to inform their planning 13. Analyse end of unit and end of year data to determine next steps and evaluate the effectiveness of the initiative <p>The High School Qualifications Committee will:</p> <ol style="list-style-type: none"> 10. Strengthen monitoring and support of students on correspondence courses 11. Closely monitor progress of the 24 students in Class 10-12 RTLB funding and ensure appropriate credit buffering is in place to support students to achieve their goals 12. Introduce a general comment report to parents and students which synthesizes key points across subject areas in relation to learning capacities and clearly articulates next steps.
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TARGET 5	NCEA LEVEL 2
	Support academically able students to attain NCEA L2 endorsement, out of 32 at least 14 with endorsement and at least 4 students endorsed at excellence.
Historical Context.	Key Strategies
<p>The student achievement target for NCEA level 2 was met in 2017, with 13 out of 18 students (72% this cohort) achieving NCEA level 2 endorsed at merit or excellence.</p> <p>2017: 6 at Excellence</p>	<p>Using a collaborative inquiry approach, the High School Leader, Assessment Coordinator and Horizon Coordinator will: Ensure that Section and Department meetings are used to explore, share and model evidence-informed practices which engage and accelerate the learning progress of this target cohort.</p> <p>The Horizon Coordinator and High School Teachers will:</p> <ol style="list-style-type: none"> 1. Focus consistently on the students who are the subject of this target, ensuring they are identified in planning, that their progress is subject to scrutiny at regular intervals and planning and teaching strategies adjusted accordingly. 2. Share analysis and planning for this group and strategies for success 3. Provide a differentiated programme to support students to meet the requirements their course work 4. Provide timely and regular feedforward to students on their achievement and progress and ensure they are clear about the assessment criteria and can articulate their next steps in learning 5. Ensure students have individualised goals arising from analysis of their work 6. Ensure parents are alerted immediately with regard to any concerns relating to progress and achievement 7. Ensure written reports clearly describe progress to date and required next steps

	<p>The High School Assessment Coordinator will:</p> <ol style="list-style-type: none"> 8. Closely monitor and track progress of target groups of students 9. Ensure students are provided with updated records of learning each term 10. Monitor the quality of marking and feed-forward to students 11. Ensure milestones are in place for programmes involving year-long internals 12. Ensure students are surveyed after each Main Lesson and at mid-year / after practice exams to identify any concerns and that this information is fed back to teachers to inform their planning 13. Analyse end of unit and end of year data to determine next steps and evaluate the effectiveness of the initiative 14. Ensure those students who are taking external exams are given coaching in exam technique <p>The High School Qualifications Committee will:</p> <ol style="list-style-type: none"> 15. Strengthen monitoring and support of students on correspondence courses 16. Closely monitor progress of the Class 11 students to ensure appropriate credit buffering is in place to support students to achieve their goals 17. Introduce a general comment report to parents and students which synthesizes key points across subject areas in relation to learning capacities and clearly articulates next steps.
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TARGET 6	<p>NCEA LEVEL 3</p> <p>Support academically able students to attain NCEA L3 endorsement, out of 15 at least 8 with endorsement and at least 4 students endorsed at excellence. NB: 2 students have the target to achieve L2 this year.</p>
Historical Context	Strategies
<p>2017:</p> <p>9 with endorsement out of 17</p> <p>4 with Excellence</p> <p>NB Very aspirational targets—and a traumatic year for this</p>	<p>Using a collaborative inquiry approach, the High School Leader, Assessment Coordinator and Horizon Coordinator will: Ensure that Section and Department meetings are used to explore, share and model evidence-informed practices which engage and accelerate the learning progress of this target cohort.</p> <p>The Horizon Coordinator and High School Teachers will:</p> <ol style="list-style-type: none"> 1. Focus consistently on the students who are the subject of this target, ensuring they are identified in planning, that their progress is subject to scrutiny at regular intervals and planning and teaching strategies adjusted accordingly. 2. Share analysis and planning for this group and strategies for success 3. Provide a differentiated programme to support students to meet the requirements their course work

Class.	<ol style="list-style-type: none"> 4. Provide timely and regular feedforward to students on their achievement and progress and ensure they are clear about the assessment criteria and can articulate their next steps in learning 5. Ensure students have individualised goals arising from analysis of their work 6. Ensure parents are alerted immediately with regard to any concerns relating to progress and achievement 7. Ensure written reports clearly describe progress to date and required next steps <p>The High School Assessment Coordinator will:</p> <ol style="list-style-type: none"> 8. Closely monitor and track progress of target groups of students 9. Ensure students are provided with updated records of learning each term 10. Monitor the quality of marking and feed-forward to students 11. Ensure milestones are in place for programmes involving year-long internals 12. Ensure students are surveyed after each Main Lesson and at mid-year / after practice exams to identify any concerns and that this information is fed back to teachers to inform their planning 13. Analyse end of unit and end of year data to determine next steps and evaluate the effectiveness of the initiative 14. Ensure those students who are taking externals are given coaching in exam technique <p>The High School Qualifications Committee will:</p> <ol style="list-style-type: none"> 15. Strengthen monitoring and support of students on correspondence courses 16. Closely monitor progress of the Class 12 students to ensure appropriate credit buffering is in place to support students to achieve their goals 17. Introduce a general comment report to parents and students which synthesizes key points across subject areas in relation to learning capacities and clearly articulates next steps.
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BOARD CALENDAR FOR REPORTING – FEBRUARY 2018

BOARD MEETINGS

TERM 1			TERM 2		TERM 3			TERM 4		
FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
19	19	30	21	18	23	20	17	15	19	10

MONTHLY

What	Who	When due to Principal
Principal's report including staffing, employment, update on national matters, Board-alert	Principal	Mondays for Wednesday Board Pack dispatch deadline
Finance report including monthly accounts	Business Manager	
Enrolment and expressions of interest reports	Enrolments Officer	
RSST Report	RSST Chair	

TERMLY

What	Who	When due to Principal
Progress update on annual goals and targets	Section Leaders (KG Leader, LS & HS Deputy Principals)	14 May, 2 Jul, 28 Sep
Health and Safety	Health and Safety Officer	12 Mar, 11 Jun, 10 Sep, 12 Nov
Property report	BOT Property portfolio holder	12 Mar, 11 Jun, 10 Sep, 12 Nov
Operational systems, admin update	Business Manager	12 Mar, 11 Jun, 10 Sep, 12 Nov

STUDENT ACHIEVEMENT

What	Who	When due to Principal
C1-7 NAG2aC and NAG2aB summative analysis - February Board Pack (links to 2017 goal and target-setting)	LS Assessment Coordinator and LS DP	12 February
C10-12 summative analysis – February Board Pack (links to 2017 goal and target-setting)	HS Assessment Coordinator and HS DP	12 February
C1-7 Term Four student achievement report including National Standards – March Board Pack including graphed data and value added analysis of target groups of students	LS Assessment Coordinator to Deputy Principal	12 March
C8-12 student achievement report – March Board Pack including NCEA and Steiner School Certificate results, graphed data, value added analysis on target	HS Assessment Coordinator and HS DP	12 March

groups and students in transition to High School (HS leaders to attend and respond to discussion)		
FRSNZ National Assessment Report C4-7 – April Board Pack	Principal	9 April
C1-7 Mid-Year student achievement report including progress towards targets and interim judgements re National Standards - July Board Pack	LS Assessment Coordinator and LS DP	6 July
C8-12 report on progress towards targets following mid-year exams and PTS conferences including analysis of mid-year student survey results, interim judgements for Classes 8 and 9 and student achievement across all subjects – August Board Pack	HS Assessment Coordinator and HS DP	13 August
6 Year old Achievement Report – November Board Pack	Kindergarten Leader to Principal	12 November

OTHER REPORTS

What	Who	When due to Principal
Values Update (November Community Meeting)	Principal	12 February
Summative Analysis of variance (December / February Board Pack)	Principal	12 February
Draft Annual Plan and Targets – February	Principal	12 February
High School Department Reports against 2017 Annual Plan (includes Horizon Programme and HSQC)	HS Deputy Principal & HSQC	12 February
High School Summative Analysis of Department Reports & Next Steps	HS Deputy Principal	12 February
Finalised Annual Plan and Charter – March	Principal	12 March
Full Analysis of Variance - March	Principal	12 March
Draft Annual Report – March Board Pack	Principal and Business Manager	12 March
Appraisals – patterns and trends 2017 – March Board Pack	Principal & SLT	12 March
APIS Report – July Board Pack	Principal and Business Manager	16 July
High School Department budget recommendations – October Board Pack	Subject Leaders via HS Leader and Deputy Principal	28 September (or though the break)
Budget update – October Board Pack	Business Manager	8 October
Professional Learning and Development – November Board Pack	Deputy Principal	12 November
Draft 2018 Budget – November Board Pack	Business Manager	12 November
Internal Evaluation (Self Review) reports	Via College / SMT	3 December
Draft update to Strategic Plan - December Board Pack	Principal	3 December

POLICY AND PROCEDURE CYCLE OF REVIEW 2018

	Policy and related procedures	Ratified	NAGs	Related procedures and related areas of review
Annual	Health and Safety	31/07/17	5	<ul style="list-style-type: none"> • Student Management: Student Management; School Rules; Bullying Prevention; Student Code of Conduct; Dress Code; Guidelines Step 4 and 5; Student Council Charter; Daily Report; Ripple Effect (Lower School); High School Poutama System; High School Student Management Info for Teachers; Incident Report Form; Stand-downs and Suspensions • Health and Safety: Sick Bay; A Safe and Healthy Environment; Administering Medication; Alcohol, Drugs and Substance Abuse; Allegations of Sexual Harassment; Infectious Diseases; Crisis Management; Emergency Plan; Emergency Lockdown; Fire Drill; Earthquake; Auditorium Evacuation; Food Preparation & Hygiene; Healthy Foods & Lifestyle; Health & Safety Induction Manual; Lunch-bar; Search and Seizure; Sharp Tools; Wellbeing; Work-safe at Schools Toolkit; Information for Parents Hosting Parties for Teens; Drivers & Passengers; Pedestrian Crossing & Gate Duty • Kindergarten: Separate, ECE specific procedures
	EOTC	Pending	5	<ul style="list-style-type: none"> • EOTC trips and camps; Protocols Adults on Trips and Camps
	Child Youth Protection	19/06/17	5	<ul style="list-style-type: none"> • Child & Youth Protection, Counsellor Referrals; School Guidance Counsellor Guidelines
	Digital Media & Cyber Safety	02/05/16	4	<ul style="list-style-type: none"> • ICT & Cyber Safety; Student Cyber Safety Contract; MOE Digital Technology Safe & Responsible Use In Schools
	International Fee Paying Students	25/09/17	4	<ul style="list-style-type: none"> • Students and Exchanges, International Student Applications and Enrolments, Fees, Grievances, Host Families, Induction and pastoral Care; NZQA International Students Code of Practice 2013
	Financial Management	11/12/17	4	<ul style="list-style-type: none"> • Asset Capitalisation; Finance Group; Finance Procedure
Year 1 2013 2016 2019	Enrolments	28/08/17	6	<ul style="list-style-type: none"> • Enrolments & Exiting Students
	Personnel	31/03/14	3	<ul style="list-style-type: none"> • EEO Procedure, PRTs & Beginner Teachers; Staff Induction, Special Character Induction and Mentoring, Towards Full Registration Log Book, Staff Handbook; Staff Code of Conduct; Leave & Discretionary Leave; Staff Appraisals; Teacher Development; Teachers Onsite After School Hours; Interviews; Human Resources; Exit Interview
	Privacy	27/06/16	6	<ul style="list-style-type: none"> • Privacy Procedure
	Principal's Appraisal	10/04/17	3	
	Community Relations	31/07/17	2	<ul style="list-style-type: none"> • Parent Handbook, Guidelines for Class Parent Reps, Treasurers, Fundraising
	Complaints	11/12/17	6	<ul style="list-style-type: none"> • Concerns and Complaints; Formal Complaints
	Delegations	12/12/16	3,4	<ul style="list-style-type: none"> • Delegation authorities and procedures
	Equity	9/06/16	1	
	Day to Day Care Disputes	27/06/16	5	<ul style="list-style-type: none"> • Day to Day Care Disputes

	Treaty of Waitangi	21/03/16	1	
	Animals in School	28/08/17	5	<ul style="list-style-type: none"> Animals in School
Year 2 2014 2017 2020	Property Management	22/05/17	4	<ul style="list-style-type: none"> Property Management Procedure
	Fixed Assets	06/05/13	4	
	Activity Fees, Donations, Expenses	28/08/17	4	
	Protected Disclosure	19/06/17	6	
	Copyright	30/10/17	6	
	Sponsorship	31/07/17	4	
	Curriculum, Assessment and Reporting	25/09/17	1,2	<ul style="list-style-type: none"> Lower School: Lower School Assessment Procedure; Lower School Moderation Procedure; Lower School Assessment Schedule; Lower School Planning and Assessment Handbook; OTJ Moderation & Reporting High School: High School Assessment Procedures Information for Teachers; High School Assessment Procedures Information for Students; High School Qualifications Committee Schoolwide: Target Groups of Students; Reporting to Parents; Analysing Student Achievement; Plays Procedure; Curriculum Review; Homework; Parent Meetings
	Attendance	20/03/17	6	<ul style="list-style-type: none"> High School Attendance; Reporting on Attendance
	Self-review	28/10/14	2	<ul style="list-style-type: none"> Emergent Review Template; Strategic Review Template; Special Character Self Review Tool
	Timetable	10/04/17	3	
	Designated Volunteer Worker	31/07/17	3	
	Sensitive Expenditure	30/10/17	4	
	Gifts	27/11/17	4	
Year 3 2015 2018 2021	Credit Card	23/03/15	4	
	Theft & Fraud Prevention	02/06/15	4	
	Special Education	02/06/15	1	<ul style="list-style-type: none"> Special Educational Needs; Dyslexia; New Learners of English; Gifted and Talented Students Procedure; G&T Identification Checklist Classes 1-7; G&T Identification Checklist Classes 8-12
	Governance Management	21/09/15	2	<ul style="list-style-type: none"> High School Administration
	Special Character	22/09/14	2	<ul style="list-style-type: none"> Special Character Self Review Tool

POLICY REVIEW 2018

What		Who overseeing review	Board Meeting	When due to Principal
	Credit Card	Business Manager & Principal	February	10 February
	Theft & Fraud Prevention	Business Manager & Principal	February	10 February
	Governance Management	Principal & Board	March	12 March
	Treaty of Waitangi	Principal	March	12 March
	Special Education	Principal & Deputy Principals	April	23 April
	Special Character	Principal & College	April	23 April
	Timetable	Principal	May	14 May
	International Fee Paying Students	Principal & Enrolment Officer	May	14 May
	EOTC (New)	Principal & Board EOTC Officer	June	11 June
	Digital Media & Cyber Safety	Principal & College of Teachers	June	11 June
	Health and Safety	Principal, SLT & Health & Safety Officer	July	16 July
	Child Youth Protection	Principal & Care Group	August	13 August
	Self Review	Principal	September	10 September
	Fixed Assets	Business Manager & Principal	October	8 October
	Financial Management	Business Manager & Principal	October	8 October
	Personnel	Business Manager & Principal	November	12 November



**Michael Park School
Ellerslie, Auckland**

Confirmed

Education Review Report

Education Review Report

Michael Park School

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

Findings

1 Context

What are the important features of this school that have an impact on student learning?

Michael Park School, in Ellerslie, is a state integrated composite school catering for students from Years 1 to 13. The principles, vision and values of the Steiner Waldorf philosophy are strongly evident in the school's learning environments and curriculum.

Students travel across greater Auckland to attend, and many families have long associations with the school. An increasingly culturally diverse community attends the school. Approximately 11 percent of students identify as Māori.

The school's special character underpins all aspects of school operations. The living Steiner pedagogy is visible throughout classroom and outdoor environments. It is clearly evident in the ways that the school promotes positive interactions and relationships. The school culture is welcoming, inclusive and supportive for students and their whānau.

In the lower school (class 1 to class 7), students' progress in reading, writing and mathematics are assessed against Learning Steps. The Federation of Rudolf Steiner Schools in New Zealand (FRSSNZ) have an agreement with the Ministry of Education to use Learning Steps as National Standards indicators.

In the high school (class 8 to class 12), senior students also receive a Steiner based education with the opportunity to gain both the Steiner Federation School Certificate and nationally recognised NCEA and University Entrance qualifications.

The school has a positive ERO reporting history. ERO's 2012 report noted that students were well engaged in learning, and that teachers had high expectations for learning and citizenship. These good practices have been further embedded.

Since the 2012 ERO review, a new principal has been appointed. The principal, senior leaders, and trustees have reviewed and strengthened their respective management and governance roles and responsibilities.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

Michael Park School uses achievement information very well to make positive changes to learners' progress and achievement.

The school's achievement information is being analysed and used well by the board, senior leaders, and teachers. Achievement in the National Certificates of Educational Achievement (NCEA) over the past five years shows that student achievement is very good.

Results in NCEA Level 3 and University Entrance are very good overall. In 2013 and 2014 over 90 percent of students in class 12 (Year 13) attained NCEA level 3. In 2015 the University Entrance results were better than students' results nationally. In 2015, 96 percent of students achieved NCEA level 2.

Māori students achieve very well. In 2014 and 2015, 100 percent of Māori students achieved Level 2, Level 3 NCEA and University Entrance.

Students in class 10, (Year 11) work towards a level 1 equivalent award, the Steiner School Certificate. In the four years that the school has offered the qualification, the majority of students have achieved this qualification.

Teachers and senior leaders collate their class 8 and 9 (Year 9 and 10) achievement information, using curriculum levels appropriate to expectations for student achievement. Students in these classes are achieving well, with 94 percent of students in class 9 (Year 10) achieving at or above standard in reading, writing, and mathematics. Learning Steps provide a measure of continuity across the lower school and into Classes 8 and 9 in the high school.

In the lower school, achievement information shows that most students from Years 2 to 8 are at and above Learning Steps, aligned to National Standards, in reading, writing and mathematics. This information shows that over the last two years, student achievement in reading and mathematics has improved. However, results in writing have remained relatively unchanged.

The board and senior leaders agree that individual students who need to make accelerated progress in reading, writing and mathematics will be identified. The school should continue to refine their achievement targets to accelerate the progress of students not yet achieving these standards.

Māori students as a group in the lower school achieve slightly lower than their peers in reading, mathematics and writing. However as they move through into the high school this disparity is no longer apparent.

Teachers and senior leaders carefully monitor and analyse student achievement information and successfully target students at risk of not achieving. Teachers work collegially and share teaching strategies to raise student achievement. There are robust inquiry and review processes in place at both the senior leadership and board level. This information helps teachers plan for students learning needs and guides adjustments to course content and curriculum delivery.

Students with special learning needs and abilities are identified and supported by a strong holistic and co-ordinated team approach. Key features of the school are the early identification of students needing support. There is a strong wrap around team approach to meeting the learning and wellbeing needs of all students. The impacts of initiatives and programmes are reported to the board to inform their resourcing decisions. These reports could now include information on how these initiatives and programmes are accelerating learner's progress.

Professional learning development for teachers, teaching as inquiry and appraisal processes are deepening teachers focus on their practice and improving learning outcomes for their students.

Student learning and engagement in the curriculum is highly supported by comprehensive and inclusive guidance and pastoral care systems. Parents and whānau are well informed about their child's learning through a variety of formal and informal school strategies and conferencing sessions. Parents value the trusting and open communication with teachers and school leaders, and appreciate the long-term learning partnerships that families and whānau have with the school.

Students are highly engaged and motivated learners. They talk about their learning and interact with their peers and teachers with confidence. Teachers know their students well. They have a deep knowledge of their students' interests, strengths, and progress. In many cases teachers' knowledge and understanding of students learning and development is built up over several years of working with the same students as they progress through the school.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The school's curriculum promotes and supports student learning very effectively.

The attractive school grounds are well used to support learning programmes. They invite exploration and provide multiple opportunities for students to experience challenge and use their imagination.

The school's special character, philosophy and pedagogy are very strongly evidenced through the curriculum. The curriculum places equal importance on nurturing and developing the physical, emotional and intellectual aspects of students. The Waldorf Steiner vision, values and key capabilities align very well with the vision, values and key competencies of *The New Zealand Curriculum* (NZC).

Students benefit from a rich, responsive and broad curriculum designed "to develop the head, the heart and the hands". The balanced curriculum has the individual learner's developmental learning stages at its heart and effectively promotes the principle of lifelong learning. Students at senior levels have access to a variety of subjects available through Te Kura Correspondence School. Students are well prepared for learning pathways beyond school.

Key features of the school's coherent curriculum include:

- provision of a broad Steiner curriculum delivered through the main lesson programme and enriched with extensive performing and visual arts, handcraft, technology and outdoor education programmes
- learning within authentic contexts that makes learning meaningful, relevant and allows students to make connections with their prior learning
- an unhurried approach, where students have time to think critically, and to explore concepts and ideas, ensuring students have sufficient and equitable opportunities to learn

- aesthetically designed indoor and outdoor learning environments that foster creativity, participation and engagement in learning.

School leaders clearly articulate and document expectations for effective teaching practice and curriculum delivery. This results in consistency of teaching practice and approaches in classrooms. Teachers provide good quality teaching programmes in settled learning environments that support successful learning outcomes for students. Transitions from kindergarten, through the lower school classes and into the high school are well planned, effective and promote seamless learning through the school.

Internal evaluation is a strength of the school. Curriculum review and inquiry into teaching and learning is ongoing and results in learning programmes that students relate to, providing opportunities for creativity and inspiring students to become confident, connected, actively involved, lifelong learners.

Ongoing professional learning opportunities for teachers are valued and are an essential part of strategic planning for the development of teaching and learning. Leaders and teachers reflect on their teaching practice and are receptive of new ideas and innovation.

How effectively does the school promote educational success for Māori, as Māori?

The school effectively promotes educational success for Māori. School leaders model high expectations for the inclusion of te reo and tikanga Māori across the school. They have a deliberate focus on improving student and teacher knowledge in meaningful ways. Teacher only days have involved staff in a wananga with external advisors running workshops for staff. The school plans to build on this by opening the 2017 school year for staff on a mārae.

The school has 41 students who identify as Māori. There is an expectation that teachers will authentically incorporate Māori language, culture and identity in main lessons and throughout the curriculum. A number of students in the high school are actively researching and incorporating their whakapapa into their learning. Two teachers are employed to provide te reo and tikanga Māori programmes.

Students have an understanding of school kawa and have opportunities to confidently participate in kapahaka and to take part in pōwhiri, mihi, and whakatau.

School leaders have identified the following next steps of development:

- strengthening connections with local Kaumātua and iwi
- building a whāre in a central place (at the heart) of the school.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

Michael Park School is very well placed to sustain and improve its performance.

The school's special character is upheld and valued by staff, students' trustees, and the parent community.

The principal, school leaders and teachers are an effective team of professionals. The principal has recently reviewed the senior leadership structure of the school. A deputy principal has been

appointed for the high school and the recruitment of a deputy appointment for the lower school is currently underway.

The principal's measured management of change and improvement is well paced. The resulting focus on building collective capability and capacity across the school has helped further inspire innovation and improve learning outcomes for students. The principal is driving the growth of student agency and leadership in the school. Senior students value the re-establishment of the student council to further promote student voice within the school.

Leaders and staff are leading innovation and contributing to Steiner education nationally. They are also contributing to the wider educational community by sharing their expertise with their outdoor classroom programme with other schools in the Auckland.

Governance is effective. The board has a clear understanding of its stewardship role. Trustees work well as a team, utilise their collective strengths well and have a good understanding of their responsibilities on the board. The board seeks relevant external expertise when needed and there are processes in place for succession planning.

A useful internal evaluation tool based on the school evaluation indicators has been developed. The board could now consider using this review tool when new trustees join the board. Trustees have a positive working relationship with the principal and appreciate his professional and strategic leadership.

Trustees have "students at the heart" of their thinking, and a strong commitment to improved learning outcomes for all learners. They scrutinise achievement information and strategically allocate resources needed to support school wide programmes and classroom programmes to meet children's learning needs.

Provision for international students

The school is a signatory to the *Code of Practice for the Pastoral Care of International Students* (the Code) established under section 238F of the Education Act 1989. At the time of the review there were five international students attending the school. The school has attested that it complies with all aspects of the Code. ERO's investigations confirmed that the school's self-review process for international students is thorough.

The majority of International students come to the school from Steiner Waldorf schools in Europe and Asia. Michael Park School continues to provide its international students with high standards of Steiner education and support, including access to regular English language tuition.

Students enjoy many opportunities to participate in school activities, including sporting and cultural events. Students and their families value the importance that the school places on appropriate accommodation and communication with families. Teachers, together with specialist staff offer high quality academic and pastoral care for students.

Leaders agree that reporting to the board about international student involvement, progress and achievement would further assure trustees of the effectiveness of provision for these students.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed the *ERO Board Assurance Statement and Self-Audit Checklists*. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance.

Conclusion

Michael Park School in Ellerslie, caters for learners from Years 1 to 13. Steiner special character principles, and values are strongly evidenced throughout the school. Students learn effectively in a respectful environment and engage in a curriculum that prepares them very well for lifelong learning.

ERO is likely to carry out the next review in four-to-five years.



Graham Randell
Deputy Chief Review Officer Northern

17 June 2016

About the School

Location	Ellerslie, Auckland	
Ministry of Education profile number	424	
School type	Composite (Years 1 to 15)	
School roll	376	
Number of international students	5	
Gender composition	Boys 50% Girls 50%	
Ethnic composition	Māori Pākehā Chinese Japanese German Indian Korean Middle Eastern British other European other Asian others	11% 63% 6% 3% 2% 2% 2% 1% 1% 4% 2% 3%
Special Features	Special Character; Waldorf Steiner Education	
Review team on site	May 2016	
Date of this report	17 June 2016	
Most recent ERO report(s)	Education Review Education Review Education Review	June 2012 November 2008 September 2005