



# CRAIGHHEAD

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DIOCESAN SCHOOL

*School Charter*

2020

Section Four: Analysis of Variance 2019

**Annual Goal One: Achievement:**

**Strategic Aim:** To provide creative and diverse learner-centred programmes which meet the need to improve student learning outcomes and yet inspire curiosity, innovation, collaboration and a passion for life-long learning.

**Annual Aim/Target**

We targeted three key areas of focus around **raising or maintaining** student achievement which were identified for 2019:

- Raising or maintaining academic achievement for Year 11-13 in each Curriculum area.
- Continuing to develop expertise around tracking and monitoring processes in Years 7-10.
- Differentiation of programme, especially at Years 7-10.

**Goal A1: Raising or maintaining academic achievement for Year 11-13 in each Curriculum area.**

**Baseline Data (Why were the goals chosen)**

**English** - The successful utilisation of the new library in 2018 meant that the focus was on encouraging reading for pleasure. With the PLD funding secured for 'Write that Essay' support with academic writing, the plan was to incorporate these skills into English lessons when preparing students for even more success in external examinations. The goal of preparing and encouraging more Senior students to sit Scholarship English in 2019 and beyond remained a priority.

**The Arts - Drama** – Independent Learning Programmes for students taking Senior Drama were introduced in 2017 and flowed into 2018. This was to develop self-directed learning skills and to encourage independence of learning in combined multi-level Drama classes. **Art** - Art History and Visual Art Design are moving to Google Classroom. All other courses will be moved onto the Team Drive as time permitted. Junior Art course have been adapted to changes in the curriculum.

**Music** – all review of programmes was put on hold through a significant illness and subsequent death of the HOD Music in late 2018. The new HOD began her position in Term Two of 2019. She has a fresh vision for the Department.

**Health and Physical Education** - The new Director of Sport did an excellent job of developing systems for improving all aspects pertaining to Craighead Sport and the hire out of our facilities. JGR completed basic tracking and monitoring of Physical Education from Year 7-10.

**Learning Languages** - Languages teaching programmes were adapted during 2018. The impact of reduced teaching time due to the taster lessons, meant that the Y9 French and German Second Semester programme had to be fairly intense to compensate for this. Looking at previous NCEA exam papers, the Languages Department determined common and recurring topics which they ensured were covered. Support was offered to new departmental staff members to ensure standardisation across French and German.

**Mathematics and Statistics** - Staff and student feedback from 2018 courses was reviewed and courses changed slightly. Teaching staff still liked the concept of Mathematics in context but needed to tighten up the boundaries set to students. The Year 9 and 10 course followed a two-year programme. Year 9 and 10 reports were modified to report on curriculum objectives within the strands and to report on student progress in terms of the level of the curriculum they were at.

**RSE** - The new Chaplain (2018) wished to give the students a basic understanding of the nature of God. Craighead had the privilege of hosting the Anglican Schools conference in May 2019 – this followed on from receiving a very affirming Special Character Review in 2017 from the Rev Dr Anne Van Gend and the Rev Dr Kelvin Wright.

**Science** - There were two focus areas for the Science Dept in 2019. The first was to continue to encourage all students to master all course work delivered during the school. Evidence of this was all students attempting and completing all standards offered. The second was to once again ensure that all students who wished to study Science in 2020 are informed of the requirements needed to be successful. These requirements also needed to be passed on to other learning areas.

**Social Sciences - Economics** - further work was needed on last year's goal of refining course planning to fit the term rotation and developing assessment strategies. A new Business Enterprise option was offered in 2019. **Geography** – needed to improve coordination of Geography fieldtrips, emphasising the physical elements of

the Geography courses. **History** – there was some improvement in student achievement in external examinations – with most lifting a grade level, and this remained a goal for 2019. **Classics** - there was more time made available for discussion in Classics so Year 13 students reported not feeling so stressed. **Social Studies** - The 2018 year saw the trial of a new format in the delivery of the Social Sciences Curriculum. At Year 9 Level, the classes were given tasters of units from a Geography, History and Economics perspective. In Term 4 the Year 10 classes combined to take part in a Model United Nations Assembly (MUNA) where the Year 10 teachers worked hard to make it such a success.

**Technology** - Technology skills from years 9-13 had been mapped out to figure out what key elements were needed at Year 9. The Technology department redesigned the Year 9 courses in 2018 to allow taster courses to run successfully during semester one (3 per year). Each staff member implemented new semester courses at Year 9 and 10, driven by student feedback and mapping of skills needed to progress into the senior school.

Goals	Actions	Outcomes	Reasons for variance, evaluation and where to next
<p><b>Goal A1.1a</b> Reading for pleasure. To encourage reading for pleasure across all year levels.</p> <p><b>Goals A1.1b</b> Improve Academic Writing in preparation for external examinations by working with ‘Write that Essay’ personnel.</p> <p><b>Goal A1.1c:</b> Scholarship English. To encourage more students to sit and achieve English Scholarship.</p>	<p>Junior English reading programmes were altered so that free choice was encouraged in the hope that students will be more confident to share and discuss their reading.</p> <p>Year 12 &amp; 13 classes were offered a Literature option which has a strong focus on independent reading.</p> <p>WTE strategies which have been taught were discussed at Department level to co-construct how these would be delivered specifically in English lessons.</p> <p>The introduction of Literature classes offered a specific focus on an in-depth study of a range of literature, in order to prepare students for Scholarship English in 2019 and beyond.</p>	<p><b>1a:</b> Junior library time continues to be popular and well-used. The removal of assessment saw students reading a more varied range of texts and discussing them with the class, without feeling the pressure of being graded.</p> <p>Senior responses to the Personal Reading A/S showed an impressive depth of critical response and thoughtfulness.</p> <p><b>1b:</b> WTE concepts were integrated into junior units of work, with positive results. Anecdotally, junior writing has improved with the use of these strategies and the purchase of associated resources. Some seniors are consciously using and identifying WTE strategies in their own writing.</p> <p><b>1c:</b> The English Department, are continually building capacity in the students, particularly around the 2019 Year 12 cohort, looking towards Scholarship English. A range of literature has been purchased to establish a ‘Scholarship Library’ for students to read for pleasure from. Three students sat Scholarship English in 2019, with one successful.</p>	<p>Following the success of the Junior Reading programme in 2019, the English Department have decided to introduce the Personal Reading A/S into Year 11 in 2020.</p> <p>All English students will have a WTE journal in 2020.</p> <p>By building capacity and confidence in English students, a significant number of the 2019 Year 12 English students are looking towards sitting Scholarship English in 2020. A range of literature has been purchased to establish a ‘Scholarship Library’ which will assist with this goal.</p>
<p><b>Goal A1: The Arts.</b></p> <p><b>Drama Goal A1.2a</b> - To review the efficacy of Independent Learning programmes for Years 12</p>	<p>Drama – reviewed the efficacy of the Independent Learning Programmes for Years 12 and 13 initiated at the beginning of 2017, by looking at the number of students entering the External Examinations when it is optional, and</p>	<p>Independent Learning Programmes for students taking Senior Drama in Years 12 and 13 have continued and are working successfully. Ostensibly, the girls create their own programme according to relevancy and</p>	<p>This way of teaching and learning (Independent Learning programmes) has been reviewed; indicating that the students appreciate and like it. Internal results</p>

<p>and 13, initiated at the beginning of 2017 which flowed into 2018.</p> <p><b>Art Goal A1.2b:</b> To facilitate a smooth transfer to a new HOD as of the beginning of Term Two.</p> <p><b>Art Goal A1.2c:</b> To improve the quality of writing in Art History through working with Write that Essay personnel.</p> <p><b>Music Goal A1.2d</b> – NCEA Music students - To encourage and prepare Year 10 students to take Music in their Senior years.</p> <p><b>Music Goal A1.2e</b> – To encourage more involvement in extra-curricular Music opportunities, especially instrumental.</p>	<p>the results. This alleviates over-assessment and allows Student Voice. There are self-directed learning skills- for example, one student in Year 13 took the Direct a Play Assessment, gaining an Excellence grade and three students studied a more theoretical and research-based Standard.</p> <p>Art – all tasks completed by the HOD Art are being catalogued and all digital files will be transferred to the new HOD. Constant communication will take place.</p> <p>Art – attend all sessions as required for ‘Write that Essay’ – both staff and student sessions. Senior Art courses trialled reduced credits – but the Painting courses still have full credit courses on offer. 2019 NCEA Art results were very pleasing.</p> <p>Music - provided ongoing encouragement and support of Year 10 students to encourage them to continue with taking Music as an option through their Senior years.</p> <p>Music – Encouraged a trio into practicing for group performances at lunchtime with a view to entering the Chamber Music competition in June.</p> <p>The Music Department would like to offer wide learning pathways to cater all individual students (vocal, choral and instrumental performance, composition, music studies, aural training and band programme) in the future. All music genres and co-curricular groups are valued equally.</p>	<p>skills, interests. Although, as part of the ILPs, Year 12 were given the option of sitting the External Examination for Level 2, all opted to sit it bar one. This is pleasing and reflects the confidence the girls feel in being able to write with articulation about Drama.</p> <p>The Art department is going through a transitional stage with Gala Kirke adjusting to the new role of HOD and KST being new to Craighead.</p> <p>The Year 9 taster course was re-designed and successfully delivered this year.</p> <p>Art History - new writing techniques and exercises have been implemented.</p> <p>Music co-curricular progress: Three chamber music ensembles entered for chamber music competition this year, gaining fantastic results (a Commended certificate plus winner of South Canterbury regional final). The school orchestra &amp; a selection of music students performed at a St Mary’s Lunchtime concert during Term 3. The Chorale gained a Bronze award at Big Sing Finale (Music requirement). The NCEA L1 students completed required internal standards &amp; the average mark is an Excellence. The Level 2 students completed performance &amp; arrangement standards, with the average mark from Achieved-Merit. One Level Three student completed her L3 group performance standard in Term 4.</p>	<p>have been good so this will be the approach taken in 2020.</p> <p>The Junior Art course is to be reviewed during Term 1 2020 and changes will be made during the 2020 academic year.</p> <p>For 2020, the Year 11, 12 and 13 programmes are to be reviewed by the new teachers in charge (GKI-12ART, 13PAI, KST 11ART, 13PHO).</p> <p>Designing classroom music at Yr7-9 levels will expose students to a broad range of musical knowledge (aural &amp; theory) and instrumental skills (e.g. keyboard, guitar, singing &amp; drums). This will also increase their interest in learning Music &amp; making the learning relevant to them, while at the same time prepare them for NCEA.</p> <p>Aim to prepare Year 10 students for NCEA L1 course format, so they are familiar with NCEA Music requirement &amp; structure. Individualised, multi levels programme for senior classes, encourage students to work towards their strengths &amp; complete the required standards if they are pursuing Music further, or do tertiary study in the future.</p>
<p><b>Goal 1.3 Health and PE.</b></p> <p><b>Goal 1.3a</b> – Still providing mentoring and support for</p>	<p>Regular meetings with the Director of Sport and the Sport Coordinator – then the mentoring of the Maternity Leave Director of Sport from July 2019.</p>	<p>The Health and PE Department worked towards aligning their Achievement Standards to meet the requirements suggested by WTE personnel (with word</p>	<p>The goal pertaining to tracking and monitoring of PE students in Years 7-10 has still to be completed. Some work has been done but there is lots</p>

<p>the new Craighead Director of Sport.</p> <p><b>Goal 2.3b</b> - Health and Physical Education programmes are to be re-written to improve clarity of expectations, especially at Level 3</p> <p><b>Goal 1.3c</b> Develop appropriate tracking and monitoring of students in Years 7-10.</p>	<p>In line with Write that Essay personnel guidelines, some more Achievement Standards will be refined, and Word limits placed on each task.</p> <p>Build upon the work done on tracking and monitoring in Health and PE in Years 7-10. This will require regular meetings throughout the year, and liaison with KDA, who is in charge of tracking and monitoring at Yr 7-10.</p>	<p>limits). Regular meetings (scheduled as well as unscheduled) were held to ensure that the Acting Director of Sport knows the protocols around Sport at Craighead.</p> <p>More Achievement Standards (AS 1.2, AS 1.5 / AS 3.1, AS 3.5) were refined, in terms of both their overall wording and their word limits as well as their assessment lengths.</p>	<p>still to do. Student Workbooks have been introduced at each level, which build upon the previous level of work. This will continue into 2020.</p> <p>Health and PE teacher Kim Fairbrother has taken on the responsibility for Health programme delivery throughout 2020. She will offer a Health Community consultation opportunity early in Term One 2020, given the poor response by our parents in Term 4 of 2019.</p>
<p><b>Goal A1.4a: Writing in Languages.</b></p> <p>Writing focus – extension of the writing inquiry is now widened to include other Languages, if appropriate to the needs of the individuals.</p> <p><b>Goal A1.4b: External examinations.</b></p> <p>Year 11 Examination papers will be scrutinised to determine essential coverage of content and focus.</p> <p><b>Goal A1.4c – Yr 10 French and German</b> – redesign programmes to adapt to reduction in teaching time.</p>	<p>Year 11-13 French and German - continue to adapt the approach to the Writing Standard by giving specific feedback in the first term and delaying the official Portfolio to Terms 2 or 3.</p> <p>Ongoing scrutiny of Examination papers to ensure essential coverage of content.</p> <p>Working alongside our new teacher of French, the HOD oversaw the redesign of the Yr 10 French and German programmes in adaptation to the reduction in teaching time. Ensured the programme fitted in with the semester structure.</p>	<p>This Writing Focus goal has been largely student-driven, particularly at Levels 2 and 3. It was used at some, but not all year levels, depending on the nature of the students in the group and on individual preferences. (The Level 3 French students and Level 2 German students were given the option but wanted to get a piece of writing under their belts in Term 1, knowing what pressures they would face from other subjects in Terms 2 and 3). This has been difficult due to the different make-up of the Year 10 French and German classes. The Semester 2 Year 10 French class is composed largely of students who also did it in Semester 1, whereas the Year 10 German class is composed of all new students' bar one. This means that the content covered in the French class is new and can build on what was covered in Semester 1, but the content covered in the German class needs to be repeated for the new students. This will obviously have implications for students who choose to do German at Level 1.</p>	<p>There has been time pressure to ensure full coverage of all content. It hasn't been possible to go into the depth that we would have in the past. Topics in the External exams can be unpredictable in terms of content, especially for German.</p> <p>With smaller numbers looking to learn European Languages in the Senior School for 2020, we have had to adapt the number of contact periods accordingly.</p> <p>It may be that Senior Language courses are combined, such as with other small subject classes, with programmes adapted to cover content and skills over two years. PLD will be offered in 2020 for the Language staff to visit other schools and see how they run their Language courses.</p>
<p><b>Goal A1.5a: Junior Mathematics</b></p>	<p>Continued with a mixture of skills-based assessments and practical assessments at Year 9 and 10.</p>	<p>A1.5a: This goal is a work in progress and more time is needed to fully make the transition. Assessment grading needs to be</p>	<p>The goal of Reporting on Year 7 &amp; 8 levels in Mathematics is deferred to 2020 as more time is needed to fully make the transition. Assessment</p>

<p>Year 7 and 8 to report on levels as per the Year 9 and 10 reports.</p> <p><b>Goal A1.5b: Middle School Mathematics</b> - Boost Mathematics confidence in Year 10.</p> <p><b>Goals A1.5c: Review combined Year 13 Statistics and Calculus course</b> – ongoing adaptation of this course to meet student needs.</p>	<p>Continued with offering Year 10 an Internal Assessment in Term 4. This was a great confidence booster for many as well as gaining credits for Year 11 2020 in Numeracy and Literacy.</p> <p>Looking toward a combined Year 13 Calculus and Statistics course to meet the needs of those girls who want a mixture of the Standards. Ongoing work in progress in terms of adapting courses for Seniors and finding the best fit.</p> <p>Junior Maths course adaption is a work in progress. Still looking for the best fit for our students.</p> <p>The 2019 Year 12 cohort expressed interest and want to try this different combination of Statistics and Calculus Standards in 2020.</p>	<p>in line with the reporting and we are working towards these adaptations.</p> <p>A1.5b: Ongoing process for some girls to change their mind set in terms of what they can actually achieve in Mathematics and to believe in themselves. Some students still think that if they can't do one strand e.g Algebra, then they can't do Mathematics.</p> <p>A1.5c: One student took the opportunity for a combined Statistics and Calculus course in 2019 (despite many initially saying they wanted to). The Maths Department believe a Statulus course is a good option for many as it gives them the opportunity to further their Calculus and Statistics knowledge. It opens up some more options for them moving forward.</p>	<p>grading needs to be in line with the reporting and so the Maths Department are working towards these adaptations. Junior Maths teachers are working very hard to relate Maths concepts to real life and to use practical examples and activities where possible. Open ended questions work well where the girls feel free to brainstorm and discuss an idea without worrying about the final solution.</p>
<p><b>Goal A1.6a: To deliver an overarching RSE Curriculum</b> – one which introduces and encourages a basic understanding of the nature of God as revealed through the Bible, the history of the Faith community and Anglicanism today.</p> <p><b>Goal A1.6b: To host the 2019 Anglican Schools Conference at Craighead in Timaru</b> – host a successful conference!</p>	<p>The RSE curriculum has been refined to produce a cohesive overarching delivery. Student's in Year 11 have explored opportunities to serve the community through faith. Each rotation has planned and hosted a 40minute session for the students at Craighead Kindergarten.</p> <p>A2.6b: The Anglican Schools Conference was a success with multiple meeting spaces available, consistent and timely planning implemented, and large student involvement. The Directors of the Anglican Schools' Office, Dr Anne van Gend and Rev Kelvin Wright were very grateful and appreciative of our superb organisation and efforts.</p>	<p>Refined the overarching curriculum as adjusted by the Anglican Schools' Office. Students had the opportunity to serve, by exploring faith in action, through RSE lessons.</p> <p>Special Character is now more overt using visuals around the school – such as posters of the Five marks of Mission and Worship.</p> <p>Organised and hosted a successful Anglican Schools' conference in May 2019. A2.6a: Rev Lucy Flatt now has the confidence to lead our various public functions, such as the end of year Chapel Services held at St Mary's church. She has made excellent connections in the local community, which are of huge benefit to Craighead students.</p>	<p>RSE curriculum - looking ahead, there is some refinement needed in Year 9 so as to create consistent platform for students entering the school at this level. There is further work needed to implement the visual representations of the five marks of mission and worship.</p> <p>The Religious and Social Education course will be renamed Christian Education from 2020.</p> <p>A plan is in place to fit the Chapel out with the technology required for a modern place of worship. This is also to be used as a meeting and teaching space in 2020.</p>
<p><b>Goal A1.7a: To focus on the completion and mastery of all course work in the Senior Science Courses</b> – as per comment.</p> <p><b>Goal A1.7b: To ensure all students who wish to study the Sciences are</b></p>	<p>Clear signposting of the requirements needed to study a Science course in future years.</p> <p>Offered activities to prepare students for the study of Senior Sciences such as alternative Science experiences beyond the classroom eg an integrated Maths and Physics unit on Astronomy learning or studying Climate Science.</p>	<p>A1.7a: Course statements have been adjusted to more clearly teach the skills needed to study Science successfully. Students have struggled at Level 1 to meet the required level to continue with Science at level 2.</p> <p>A1.7b: Student involvement and enjoyment of the EPRO8 programme has improved confidence in engineering solutions to</p>	<p>More exploration into this transition from the skill level required at Level 1 Science and the makeup of the Level 2 Science courses is needed.</p> <p>Aim to extend opportunities to be involved in more STEM challenges to a wider group of students.</p>

<p><b>aware of the requirements to be successful.</b>  <b>Goal A1.7c: To make Science engaging and enjoyable</b> - ensuring all ake in the Science Department have the resources and support they need to engage in scientific endeavours which expand the learning horizon.</p>	<p>To collect information and share with SLT the opportunities to increase STEM confidence in Years 9-11. One student in 2019 achieved a Scholarship in Biology.  The HOD is continuing to adopt a servant leadership approach whereby he does everything he can to support and encourage teachers within the Department to embrace their passion for topics of interest within their teaching units.</p>	<p>problems. It would be good to extend opportunities to be involved in more STEM challenges to a wider group of students.  A1.7c: Supported staff in Term Three to take the opportunity to engage in learning they are passionate about (Year 7-8 “Farm to Gate”) and to grow leadership.</p>	<p>To continue to collect information and share with SLT the opportunities to increase STEM confidence in Years 9-11, for 2020.  To continue to develop integrated Science units which encompass alternative Science experiences beyond the classroom.</p>
<p><b>Social Sciences</b>  <b>Goal A1.8a: Economics.</b>  To develop student understanding of current economic events within the Economics component of Social Sciences.</p> <p><b>Goal A1.8b: Geography.</b> To increase the ‘science’ element as much as possible and to tie in with ‘Write that Essay’ by focussing on paragraphing and possibly introducing word limits.</p> <p><b>Goal A1.8c: History.</b>  To lift the number of students who gain Merit to Excellence level in external standards.</p>	<p>Economics – increase student’s knowledge of current events through exposure to lots of learning and discussion opportunities pertaining to topical economic current events. Year 10 Economics - Planning teaching and learning activities for the new Business Enterprise option so that students develop enterprise skills. Positive feedback from two large Economics classes indicates that students appreciate the fact that all their learning is based around Market Day.</p> <p>Geography focused on the scientific (physical Geography) elements of the courses and endeavoured to utilise “Write that Essay” strategies to improve academic writing in assessments. Y12 have been an exceptional group with excellent Research outcomes. This did take longer than planned and so the last assessment suffered - many of the students opted not to attempt it, with external exams looming</p> <p>History – to find a way for Senior students to express themselves with the clarity and depth to achieve Excellence, through “Write that Essay” strategies and consistent examination practice. There are no changes in the Year 11 or 12 external assessment format that have been indicated to us through the Assessment Specs. As such the girls have been practicing past</p>	<p>More focus at Year 13 on reading business articles from different publications. Students can post articles of interest onto google classroom. The first 10 minutes of each period are set aside for reading and discussion. This inquiry/co-operative approach allows for independent decision making, problem solving and application of practical business enterprise knowledge and skills.</p> <p>Write That Essay strategies have been a focus with some useful guidelines. Staffing changes in the Geography Department were an issue - the students in Year 11 did not gel following a change of staff member and this impacted on some students’ academic success.</p> <p>A1.8c Continued to work with the girls to use the WTE strategies effectively in History. This includes writing concisely and succinctly, using a variety of sentence structures and ensuring that the questions are answered in full. The use of the different sentences has been of most benefit to History as it is this that adds interest and variety to the girls’ essays and makes them stand out.</p>	<p>Further work is needed on last year’s goal of refining course planning to fit the term rotation and developing assessment strategies.  The Year 12 Business class is operating in 2020.</p> <p>Uncertainty for 2020 means numbers opting into Geography may not be as high, but the school has now appointed a specialist Geography teacher for 2020. This Beginning Teacher will be well supported by the new HOD Social Sciences, who is a very experienced teacher.</p> <p>Looking to 2020, continue to work with the students to use WTE strategies effectively in History. This includes writing concisely and succinctly, using a variety of sentence structures and ensuring that the questions are answered in full.</p>

<p><b>Goal A1.8d: Classics.</b> To promote the writing of shorter external examination essays, emphasising quality rather than quantity.</p> <p><b>Goal A1.8e: Social Studies</b> aims to widen students 'general knowledge' and 'current events'.</p> <p><b>Goal A1.8f: Treaty of Waitangi knowledge</b> - proposed a Year 9 trip to Wellington to coincide with their study on Government systems and the Treaty. Social Studies will provide students with opportunities to formulate and voice an opinion about something, having built up content knowledge of what is being discussed through current events.</p>	<p>exam papers in order to hone their skills in source interpretation and essay writing. Appropriate exam technique was explained to the girls and the Department worked both collaboratively and individually on past exam papers, both for sources and essay standards. The goal of lifting academic attainment in the external examinations remains – all history students were actively engaged in revision and reading to ensure depth of understanding - this is necessary in order to reach the higher grades. Similar techniques are also being practiced with considerable work done around source interpretation and essay writing. Classics – this goal was to be achieved by limiting the length of both Internal assessments with a word count. Paragraphs will be limited to 11 sentences.</p> <p>The timetabling of SS classes concurrently enabled the Department to run a MUNA exercise for all of Term 4. This was very successful, with groups working cooperatively to represent the viewpoints of their specific country around whether a compulsory % of each country's GDP must be put aside for the education specifically for girls. Lively debate ensued, with students attempted to wear authentic clothing. Current Events has been a strong element across all classes Y7-10 with NIE and Classroom Solutions providing regular weekly quizzes and challenges. We were well represented with 10 teams in the regional NIE competition. The Term 4 programme worked very successfully at both Year 9 and 10, and met all goals set.</p>	<p>Year 13's will encounter a quote that they need to apply their content knowledge to. Considerable time was spent unpacking some quotes to ensure that they know what the expectations are. Essay format and structure has also been covered and all the girls have been encouraged to start a Google Doc and shared so that the teachers could provide feedback and feedforward prior to the externals.</p> <p>The Classics teacher was on leave for much of Term four, but she managed to run some tutorials upon return.</p> <p>At Y9 the SS Department trialled a similar joint exercise whereby all 3 classes endeavoured to present a timeline of significant events in NZ's history in a visual/dramatic format. This was due to start once the seniors have left for externals, thus freeing up staffing. All Year 9 students travelled to Wellington to visit Te Papa, Zealandia and Parliament, accompanied by 5 staff. They flew up and took both the Inter-islander ferry and train on the return journey. The parent and student support of this trip was unanimous, with a full programme scheduled for the entire time in Wellington. The Year 10 Marae day continues to be a valuable tool to expose our Y10s to the bi-cultural nature of our society.</p>	<p>Considerable effort will be made in History to ensure that the girls understand the expectations of the higher levels of achievement. This has meant unpacking questions, ensuring that sentence structure is accurate, and that evidence is used consistently and accurately. The number of M and E in externals improved at Year 12, with more work to be done on this in 2020.</p> <p>The Classics external results for 2019 were very pleasing – Merits and excellences.</p> <p>The Year 9 trip to Wellington with their study on Government systems and the Treaty, provided students with opportunities to formulate and voice their opinions, having built up content knowledge of what was being discussed through current events. With changes in Social Sciences personnel for 2020, the Social Studies classes will no longer be scheduled at the same time. While the trial of being timetabling simultaneously worked extremely well, teachers found that they did not develop the same strength of relationship; with their classes because of the change over every term.</p>
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<p><b>Goal A1.8 Digital Technology, Fashion and Design and Graphics.</b></p> <p><b>Goal A1.8a:</b> Refining of Year 9 Taster courses.</p> <p><b>Goal A1.8b:</b> Modify and develop Year 10 existing courses as thematic or project-based courses to allow students to study semesters individually or to do both as a year-long course.</p> <p><b>Goal A1.8c:</b> All three Technology areas will individualise and develop senior courses where required to meet students' learning needs.</p>	<p>During 2019, continue to work on developing and refining Year 9 tasters, the 3 junior semester courses.</p> <p>Adapting and developing the senior assessments from first implementing new courses and standards in 2018. This will be the formation of the department goals for 2019 also to allow consolidation.</p> <p>Senior NCEA assessments in Digital Technology are changing so this will also be ongoing in 2019.</p> <p>Senior courses in Digital Technology and Fashion and Design are both individualised courses to incorporate learning needs such as adapting to using some Unit standards for learners who need support.</p>	<p>New units based around new achievement standards have been worked on and have been rolled out to Year 11 and some to Year 12.</p> <p>BMO has done a considerable amount of work on developing and implementing the changes in the Digital Technologies courses. Courses in 2019 were individualized with staff finding other way to assess girls that wouldn't manage a full achievement standard course. (some unit standard material was purchased and used). The Technology Department will continue to look at course content and structure in 2020 as a department focus as they feel they are not quite there yet.</p>	<p>BMO developed and will implement the changes in the Digital Technologies courses.</p> <p>AP Andrew Jones will take over oversight of ICT with view to developing a strategic plan in order to meet our current and future needs as a school. It may be that an audit is required in order to move forward in developing a 5-year plan.</p>
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**Goal A2: Continue to develop expertise around tracking and monitoring processes in Year 7-10.**

**Baseline Data**

In 2017, students in Year 11-13 were provided with academic mentors. Targeted support and intervention proved successful in raising the academic achievement in 13 of the 16 students. Those chosen to be mentored were deemed to be at risk of not achieving the expected level of NCEA (through KAMAR prediction). We are looking to extend this tracking to students in the Junior school. Assistant Principal Curriculum LHE continues to develop systems of tracking and monitoring students in Years 11-13. Learning programmes in Years 7-10 required differentiation to meet the needs of diverse learners.

Goals	Actions	Outcomes	Reasons for variance, evaluation and where to next
<p><b>Goal A2a: Extension of Tracking and Monitoring in Years 7-10 using Assessment data.</b></p> <p>To support the HOD Maths (KDA), in developing systems for strategic analysis and use of assessment data to establish an individual student profile for students in Years 7-10. (The goal from 2017 was rolled over</p>	<p>Continue to track and monitor all students to assist the BOT in making decisions about resourcing student achievement (such as academic writing, learning support, numeracy).</p> <p>KDA to develop a clear structure for tracking and monitoring Year 7-10 academic progress. This will involve investigating what methods other schools use.</p> <p>Establishing a Student profile on KAMAR which staff have access to.</p>	<p>At Year 7 and 8, the PAT's are used, alongside discussions with classroom teachers, to identify those girls who need extra help with Literacy and Numeracy. They then work with SDO in small groups for one period a week at each level. The girls are given a Schonell spelling test and put on an appropriate level of the StepsWeb programme, which is a combination of workbook and online learning Literacy. In terms of Numeracy, they have extra classroom support, learning with maths games, basic facts, repetition, trying to use a multi-sensory approach. New</p>	<p>All academic assessment data is recorded on KAMAR. This is available to all staff.</p> <p>The students identified as gifted and/or talented are involved in the Future Problem-Solving competition or will be considered for this in 2020. Students take part in Global Issues Problem Solving (GIPS) that engages them in deep learning as they grapple with existing or emerging international issues. The</p>

to 2018 but still applies in 2019 – extension of existing tracking and monitoring to include all Year 7-10 students).	<p>Investigate further the use of predictors of academic success and resource mentoring support accordingly.</p> <p>Working closely with the SENCO, RTLB service and TA's to support students with specific learning needs – both extension and catch-up.</p> <p>The main focus in 2019 was on exploring a new system to assess and report on Numeracy and Literacy for Year 7-10. Ella Wright (Head of English) and Kelly Dawe (Head of Mathematics) trialled the use of E-asTTle (Electronic Assessment Tool for Teaching and Learning), with the plan to introduce it to all staff by the end of 2019 or the start of 2020. It is to be implemented during 2020 by English and Mathematics teachers.</p> <p>From the Year 10 examinations, we were able to identify any other priority learners that we may not have been flagged to date. Our priority learners in Mathematics sat an adaptive e-AsTTle assessment which pinpointed the curriculum level that are working at. They also sat a differentiated Science and English examination. This data was then be used when looking at the course these girls will take in 2020.</p>	<p>initiatives in Yr 7 and 8 include promoting the love of reading through book clubs and reading logs, new textbooks for Maths which are working well for middle and high ability girls. All four staff are using a variety of other resources. At Year 8, SOT trialled using mixed ability group seating so each group had an 'expert' who helps others. The staff and students are appreciative of the professional development through 'Write that Essay'. They are hoping to get some extra teaching time in their homerooms to properly implement all they are learning. Pastoral data is communicated to staff (where appropriate) by SMT, the Deans and the Guidance Counsellor, or passed on to the Deans by staff and recorded on KAMAR. 2019 topics were: Mission to Moon, Mars and Beyond (Problem 1), Drones (Problem 2), Food Loss and Waste (Qualifying Problem).</p>	<p>programmes enhanced critical thinking and influenced dedication to scientific research. Topics are always based on a wide range of current issues, for example, topics have previously included Nanotechnology, Freedom, Fads, Medical Ethics, Organ Donation, Entertainment.</p> <p>Girls who will require SAC in 2020 and beyond will have these in place for the Year 10 examinations.</p>
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### **Goal A3: Differentiation of Programmes, especially in Years 7-11.**

#### **Baseline Data**

**Learning Support** We appointed a new SENCO for 2019, responsible for Learning Support. The new SENCO has been investigating Read and Write for Google – which is especially good for students with dyslexia. A conversation still needs to be had with HOD's when reporting on the learning of students with specific learning needs.

<b>Goals</b>	<b>Actions</b>	<b>Outcomes</b>	<b>Reasons for variance, evaluation and where to next</b>
<p><b>Goal A3.1a: To provide an alternative approach to gaining literacy and numeracy</b> – through the SPEC programme.</p> <p><b>Goal A3.1b: To provide differentiated learning programmes</b> - especially in Years 7-11.</p>	<p>Introduced the SPEC programme into Year 11, which offered a NZ Certificate in Foundation skills as a qualification. This provided an alternative approach to gaining literacy and numeracy.</p> <p>Years 7 - 8 differentiation - started meeting regularly with small groups from each level to work on numeracy and literacy, pulling them out of homeroom and taking them to the</p>	<p>SDO has had PLD and trialled some of the SPEC workbooks with Year 10 Support Students. High interest from students with good engagement. SDO met with small groups once per week per year level (7 &amp; 8) which was very successful. Students enjoyed the small group setting and have had a boost to their confidence in both Literacy and Numeracy. Contact was made with Year 7</p>	<p>SDO and the Year 7/8 team would like to continue the StepsWeb Literacy programme in 2020 (hours may need to be looked at).</p> <p>New course finalised for 2020 - Foundation Studies, which will be a combination of SPEC for some year 11 students and Foundation skills/unit</p>

<p><b>Goal A3.1c: To investigate reporting to parents for students with specific learning needs</b> – in consultation with HOD's, design a report which better reflects the learning and achievement of students with specific learning needs.</p>	<p>breakout room in their block. The aim was to identify gaps in their learning (by teacher) and to reinforce/practise the skills needed (with SDO).</p> <p>SDO worked with extension students as well from time to time so that it was not always the same girls being pulled out. Started in Term 1 and carried on as time allowed (dependent on what needs arose in Year 9).</p> <p>Encouraged using Google products as an aid for differentiation in learning programmes to support students specific learning requirements.</p> <p>Investigated the feasibility of introducing Read and Write for Google.</p> <p>Aimed to investigate reporting which better reflects the learning of students with Specific learning needs.</p>	<p>parent regarding a referral for dyslexia (in process), which came out of observations with the student by SDO, using the StepsWeb Literacy programme and Literacy resources. Extension lies with classroom work and with classroom teachers. SENCo and TA focus has been with SLD students. Inquiry group into Google Read&amp;Write set up (under the bigger umbrella of technology for learning with Emma Hall and Barbara Morris). Google Read and Write Research completed. Initial trial with small groups of students with favourable results. Surveyed staff to identify barriers to reading. Received support from R&amp;W who offered a whole-school free trial for a term. The technician set it up and also commented that it looked very good. Years 7-10 have been introduced to its features and how to use the toolbar (initial impressions from students indicate they can already see how it will be useful.</p>	<p>standards support for others (Yr 11-13).</p> <p>Reporting investigation pushed to 2020 because SDO found that she needed to be more familiar with KAMAR and the reporting process at Craighead.</p> <p>A Survey on Google Read and Write will be completed at the end of trial. A full report and recommendation will be made to the Board of Trustees early 2020, with costings. More PLD for staff may be required. The BOT has approved the purchase of the Google Read and Write programme for 2020.</p>
<p>Implications for 2020 Funding required for Classroom resources and tools – Write that Essay packs, Google Read and Write, SPEC programme.</p>			

**Annual Goal Two: Building Capacity:**

**Strategic Aim:** To develop and empower all members of the school community so that they may contribute positively to the school and to our dynamic world.

**Annual Aim/Target**

We targeted three key areas of focus around **building capacity** which were identified for 2019:

- Strategic Planning for Digital Technology Curriculum ready for 2020 implementation.
- Improved academic writing through ‘Write that Essay’ PLD.
- School-wide professional Development – by developing a schedule of PLD which was meaningful and aided professional growth.

**Goal B1: Strategic Planning for Digital Technology Curriculum ready for 2020.****Baseline data**

To complete the Strategic Plan and ICT Vision that will meet our current and future needs – both infrastructure and PLD. Begin staged implementation of the outcome of the Technology Infrastructure Review. This will depend upon resourcing.

Work towards readiness for the new Digital Technology Curriculum which is to be implemented in 2020 – emphasis on Computational Thinking and Designing and Developing Digital Outcomes.

Goals	Actions	Outcomes	Reasons for variance, evaluation and where to next
<p><b>Goal B1.a: Review of Technology Infrastructure</b> To engage an outside provider to audit and review our Technology infrastructure and Professional Learning needs so that it meets our current and future requirements.</p> <p><b>Goal B1.b: Digital Technology Vision</b> Develop a clear vision for how digital technologies can be used for learning and an understanding of the legal rights and responsibilities which can have an impact on our digital citizens.</p>	<p>PC Media completed an audit of our technology infrastructure and systems. They identified problems which were causing issues for teaching and learning. As a result, our systems were VLAN'd into 4 separate compartments, at the same time as the N4L upgrade.</p> <p>There was a Cross-School inquiry within the Timaru Kahui Ako network, on preparedness for the DT curriculum implementation, which was useful support for BMO.</p>	<p>Planned for the implementation of the new Digital Technology Curriculum, which is due to be ready for 2020. BMO attended several cluster meetings which she found quite helpful.</p> <p>Goal B1.a was partially completed. Using PC Media, we reimaged all school computers and laptops according to the proposal. This appeared to be successful. Two technicians are scheduled to be on site on Monday and Tuesday Jan 27 and 28 for troubleshooting support.</p>	<p>BMO is ready for the implementation for the new Digital Technology Curriculum 2020. At this stage, not much change to existing programmes need to occur.</p> <p>We still need to complete the Strategic Plan and ICT Vision (Goal B1.b) that will meet our current and future needs – both infrastructure and PLD. This will be undertaken by new AP Mr Andrew Jones in 2020.</p> <p>There will be an ongoing need to resource appropriately, with technician support.</p>

**Goal B2: Improving academic writing through 'Write that Essay' PLD.****Baseline data**

EWR appointed responsible for WTE initiative. Dates provided for when WTE personnel will be in school during 2019 and which groups of staff and/or students they will be spending time with.

These workshops aimed to assist staff to make existing tasks clearer and more concise. In addition, specific prompts and writing strategies are added to improve the scaffolding in tasks to lift writing performance.

Goals	Actions	Outcomes	Reasons for variance, evaluation and where to next
<b>Goal B2.a: Improving Academic Writing.</b> The target is to continue to lift overall academic achievement at all year levels, especially in those subjects which have significant writing involved (essay-based or language-rich subjects).	Dates were provided throughout the school year for when WTE personal would be present in the school to work with both staff and students – these were clearly signalled well in advance. The Assessment Improvement workshops were discussed at HoD meetings with view to improving assessment tasks – the support was quite specific, initially targeting subjects which were fully internally assessed. Workshops were for specific subject areas to focus on one internal assessment task that they wanted to improve. “Write that Essay” personnel reviewed progress in Term 4 and reset goals for 2020.	Dates for “Write that Essay” PLD were set for 2019 and the staff training occurred regularly. Andrew Langley ran several writing sessions targeting Senior Year levels, which were well received by students. WTE personnel are now targeting how to improve the wording of internal assessment tasks. At the start of Term 3, Departments met with Robyn from WTE and had subject specific PLD around writing – in this instance sentence structure. The Year 12 group also had some PLD with Robyn around this and there were additional ‘Go for Gold’ Workshops held at the end of Term 3. Some Departments are now requesting the purchase of Write that Essay Resources, for 2020. EWR coordinated the review of “Write that Essay” effectiveness towards the end of term 4.	“Write that Essay” Resources will be available in classrooms in 2020. These are excellent generic templates, with structures that aid the development of effective paragraph and essay writing skills. Many staff feel that they now have the confidence to move forward with the embedding of these skills. The PLD contract has now finished. Resources have been purchased for ongoing use in the classrooms.

**Goal B3: School-wide Professional Development opportunities to build staff capacity.****Baseline data**

Health and Safety regulations mean that we need to ensure that we meet requirements around the number of staff who have current First Aid Certificates. The other PLD priority is to fully utilise the meeting time allocated on a Thursday morning – 30 mins per session.

Goals	Actions	Outcomes	Reasons for variance, evaluation and where to next
<b>Goal B3.a: First Aid Training</b> To systematically provide First Aid training for teaching and sports staff	The Thursday morning PLD slot was easy to fill during Terms 1-3. There were a range of sessions – Cultural Competencies, Inquiry groups, Legal update, Google tips...etc. A range of staff contributed to the sessions	The 30 minutes for PLD at the start, rather than the end of a school day was appreciated. PLD topics were also open for suggestions. As a staff, we enjoyed sharing best practice with each other!	Need to continue to upgrade staff First Aid qualifications as funding permits over the course of the school year. First Aid training by Meditrain has been booked to do

<p>who are likely to require this.</p> <p><b>Goal B3.b: Staff PLD –</b> provide a variety of relevant, timely and useful in-house staff PLD in the new Thursday meeting times.</p>	<p>which were well attended and well supported.</p> <p>In Term 3, we spent time looking at online planning platforms, specifically for teachers, Google Sites, and also Google Read and Write.</p>	<p>We utilised the PLD time in Term 4 for tutorials and Department planning time, which was a good use of this time. The same structure will apply in 2020.</p>	<p>bulk staff update on Friday 13 March 2020.</p> <p>Our new AP is to plan and coordinate a programme of relevant PLD on a Term by Term basis (Terms 1-3 only) – dependent upon school events in the calendar. This slot has been moved to Wednesday mornings in 2020, to better fit our school timetable of having more consistent timings for the school day.</p>
<p><b>Implications for 2020</b></p> <p>Cost of Technology Infrastructure in preparation for the implementation of the new Digital Technology Curriculum in 2020.</p> <p>Funding required for First Aid training from PLD Budget and for various other presenters.</p>			

<b>Annual Goal Three: Connecting</b> <b>Strategic Aim:</b> To engage constructively and confidently with the wider school community and other local, regional, national and global communities.			
<b>Annual Aim/Target</b> We targeted two key areas of focus around <b>connecting and engaging</b> with our community which were identified for 2019. <ul style="list-style-type: none"> <li>Monitoring of student wellness and the connection to academic achievement.</li> <li>Increasing our involvement and participation in the Combined North and South Timaru Kāhui Ako network.</li> </ul>			
<b>Goal C1: Monitoring of student wellness and the connection to academic achievement.</b>			
<b>Baseline data</b> Student wellness at Craighead remains at the forefront of our thinking, with respect to pastoral systems to support wellness, and the number of credits offered in NCEA courses. We will continue to use the survey tool “Me and My School” from NZCER to gather information on patterns and trends around prosocial engagement. Students readily commit to serving on our various Committees. <b>Adventure Development:</b> Adventure Development is a Youth Brief Intervention Service that operates from its base in Timaru. ADL can help young people sort through any mental health and wellbeing issues from anxiety through to alcohol and drugs and can help connect young people to other people who can also help. Usually ADL offer six sessions and if under 16yrs old, will need parental consent. Referrals can be made through the school guidance counsellor, or young people or parents can refer the young person through ADL’s own on-line referral system. Students have the option to receive this support outside of school hours at time frames that suit their circumstances. Sometimes appointments may take place at school and be in collaboration with the school counsellor, other times it may be totally independent. ADL is a free service. <b>Wider Community Connections:</b> Craighead is connecting with both the wider community and the education sector. One of our main ways of doing this is through the Future Focus Programme, Girls Doing Good in the hood, run by Mrs Vanessa Mulvihill. This sees the girls doing service in a variety of sectors in our community. <b>Health Committee:</b> There are around fifty girls involved in the Health Committee with JGR. From this there are a number of initiatives being developed and implemented. <i>The Comfort Group</i> is now in their second year and are involved in providing free sanitary products for the students. Kotex is supporting the girls with some free resources and they are currently looking at how best to fundraise for more free products in school. They are also working on posters that promote the Comfort Group and the free resources. <b>Social Stars:</b> Social Stars has now come out of the Health Committee and is a standalone entity which is in its third year. This is a student run initiative (overseen by Rev. Lucy) that seeks to gather those on the edges and bring them into the fold of community. The weekly sessions are run around the Chapel theme and are led by different year levels. The games provide a common goal that then leads into a student led reflection of real life, which draws into the Chapel theme for the week encouraging students as they return back out into the school. The <b>Inclusion Day</b> was led by Olivia-Rose Hargest-Slade (Year 12) and was devoted to celebrating diversity in all its forms – gender, culture, academic etc. This was all done within the Anglican School framework and in consultation with Rev Lucy.			
Goals	Actions	Outcomes	Reasons for variance, evaluation and where to next
<b>Student Wellness</b> <b>Goal C1a: Student Wellbeing</b> To continue to promote student wellness at Craighead through gathering student voice	A team of four Year Level Deans continued to operate together to provide a timely and comprehensive support service, linking closely with the Form Teachers, the Guidance Counsellor and the Boarding House staff. HOS oversaw the Pastoral system as we gradually moved towards introducing the Whānau Vertical Form structure during 2019.	Students were actively involved in initiatives pertaining to Student Health and Wellbeing through action on various Committees and involvement in groups (Social Stars, Student Volunteer Committee, Health and Wellbeing Committee). This encouraged student leadership and social action.	<b>Goal C1a.</b> We held two PLD sessions on using KAMAR to input and access Pastoral data. Kate Hayman (office staff) covered all the logistics of enrolment data entry. JGR and HOS ran Session Two covering how to record and retrieve pastoral information,

<p>and encouraging student-led initiatives.</p> <p><b>Goal C1.b: Student Voice</b> To encourage students to be actively involved in initiatives pertaining to Student Health and Wellbeing through action on Committees and involvement in groups.</p> <p><b>Goal C1.c: Student Survey</b> To use the survey tool “Me and My School” from NZCER to gather information on prosocial engagement.</p>	<p>Meetings were scheduled on a 4-week rotation cycle to ensure that they happened regularly.</p> <p>A plan for implementing actions or supports will be developed following the analysis of the pastoral wellness data with input from staff where required. The Deans met regularly. As well as analysing pastoral information (patterns and trends with view to offering a comprehensive service for our students), professional learning opportunities are being provided – such as Colin Hogg presenting the software package LineWize late 2018. The Deans attended the Maree Crabbe session on the effect of pornography on our teens, hosted by Mountainview High School. Maree covered the risks of readily available graphic sexual imagery online, understanding the challenges of relationship dynamics faced by young people in the digital era, and how best to support young people to build safe, healthy relationships.</p> <p>Adventure Development talked about their programmes to the Pastoral staff in late March.</p> <p>Our Year 7 and 8 Department have implemented a fortnightly Junior School Assembly where they showcase to parents and whānau what they have been doing with regards learning, sport and cultural activities. This is a chance for the girls to celebrate their learning journey so far and show the skills they are learning in ICT for example.</p> <p><b>YMCA Visit:</b> the YMCA have youth workers who regularly come in to CDS to support our Health Curriculum, both for students and parents. In Yr7-8 deliver modules on Puberty, which is crucial as currently female students respond better to this subject when delivered by other women. For Year 9-12 students the YMCA are delivering the Mates &amp; Dates</p>	<p>We re-joined the Alliance of Girls’ Schools Australasia, to access the latest research pertaining to girls’ education.</p> <p><b>Pastoral System via HOS:</b> Over the past two years the pastoral team have focused on looking at the wellbeing of our students. It became apparent that anxiety and stress were common themes coming through. After thorough research and surveys with the students we came up with the idea of moving towards vertical forms (Whānau groups). Evidence shows that students benefit from being in a vertical form system as it fosters relationships, family and wellbeing. In 2019 we have trialled a 30-minute session per fortnight in these whānau groups. The aim of these is to start the connections and relationships with girls from other year levels. Next year we are going to replace the current form system with whānau groups. The pastoral team are currently looking at how the 2020 timetable will look in order to create a more uniform approach. The deans are also working out a timeline about implementing the new structure which includes; informing students, enhancing student leadership, preparing seniors and staff. We are also investigating the reintroduction of the Peer Support Programme. The pastoral team is working on which year level this should be aimed at and are considering having the Year 12 students run this programme along with those Year 13 students who are not school leaders, if they wish to be involved. Craighead has also rejoined the Alliance of Girls’ School Australasia which gives us access to the research that is being done internationally around girls’ education.</p>	<p>stressing the importance of professional communications at all times. Handouts for quick access were provided. Staff have been granted specific access rights pertaining to their role in the school – ie subject teacher, form teacher, Dean, Counsellor or SLT. This continues into 2020.</p> <p>With student wellbeing in mind, Craighead will be introducing a ban on mobile phones during the hours of the school day from the beginning of 2020.</p> <p><b>Goal C1b.</b> Students are involving themselves in social action – such as participation in the Climate 4 Change action protest day on March 15. The Student Volunteer Army is underway again – we are developing a connection with Craighead Kindergarten given our involvement with the SPCA has come to an end.</p> <p><i>Keep Craighead Tidy</i> is another subcommittee of the Health Committee. This group is currently developing an initiative focussing on promoting the message of cleaning up after yourself. It is anticipated that this will be launched during Term Three and continued into 2020. A Blood Drive is also being organised for this term and students will be advised of this closer to the time. We have updated the look of the weekly newsletter (using Flipsnack) and instigated regular features in order to showcase what we do in school. This is always under review.</p>
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	programme. This covers a variety of issues from gender identity and sexual health, through to healthy relationships and is usually covered in around five sessions. Alongside this the Resiliency Toolkit is delivered to senior students which has a focus on life skills, decision-making around alcohol and drugs, and safety. YMCA also have delivered parent information evenings around Drugs and Alcohol. Recently YMCA delivered to CDS staff informing them of the Mates and Dates programme that is being launched in Timaru, with ourselves being the first school to deliver it. YMCA staff have been trained to deliver this programme.		Updating of all aspects of our website is underway and we will be creating a Wellbeing section for students, parents and staff to access. The Principal will attend the Hobart Conference in May 2020, hosted by the Alliance of Girls Schools including presenting a paper. <b>Goal C1.c: Student Survey</b> We will continue to use the survey tool “Me and My School” from NZCER to gather longitudinal data and information on prosocial engagement.
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**Goal C2: Increasing our involvement and participation in the Combined North and South Timaru Kāhui Ako network.**

**Baseline Data**

The two Timaru Kāhui Ako Lead Principals were appointed for 2020 and are well established. The Achievement Challenges for the combined Kāhui Ako have been determined. Three Craighead staff were appointed to Within-School positions. We have one staff member appointed (MKA) as a Cross-School Facilitator for the North Timaru Kāhui Ako.

Goals	Actions	Outcomes	Reasons for variance, evaluation and where to next
<b>Timaru Kāhui Ako involvement</b> <b>Goal C2:</b> To maintain our commitment to the success of the North Timaru Kāhui Ako to ensure that the students of the Aoraki region get the best possible educational opportunities available.	Continue our active involvement with Kāhui Ako in terms of LGR on both the Stewardship and Management groups. A regular meeting schedule was adhered to. Craighead hosted the Kāhui Ako Teacher-Only Day being held on the last day of Term One – April 12. The three CDS Collaborators presented the Collaborative Inquiry model to the teaching staff towards the end of Term One. This tied in with our Appraisal cycle which began in Term Two. From this, initial inquiry groups were set up. These groups have met, with big questions being asked from which their focus was developed.	Within School Collaborators used their time to upskill in collaboration techniques during Term One, then took the lead in supporting teaching staff through in-school Inquiries. Approximately 350 teachers from the region attended, hosted at Craighead. The focus was on wellbeing and resilience. The Within-School Collaborators were introduced to the combined Kāhui Ako, which consisted of early childhood, primary and secondary personnel from the SC region. LHE attended the Management meeting of the Kāhui Ako for LGR at the start of Term Three. This was focussed on the PLD needs for staff and whānau/parents (community).	The Kāhui Ako meeting in Term 3 was quite productive in that it highlighted the need for PLD particularly at secondary level and the need for a cross sector approach with regards PLD around localised curriculum. This will be a focus for 2020, with our new AP Andrew Jones leading our staff.  (Refer to separate document detailing the 2020 Combined Timaru North and South Kāhui Ako Goals and action plan).

**Implications for 2020**

Some funding may be required to resource the whānau group activities.

Cost of subscribing to the Alliance of Girls' Schools Australasia, and costs associated with attendance at this conference.