

Investing in Educational Success - IES

Whakatane Community of Learning 2015-2018

Executive Summary

We have identified the following achievement challenges

Challenge	Current Achievement	Target Groups
Writing Years 2-10	<p>549/1813 year 2-8 students are below the standard.</p> <p>We aim to reduce this to 300 or less to achieve 85% or greater success rate by 2017.</p> <p>86/352 students are writing at below Curriculum level 5.</p> <p>We aim to reduce this to 20 or fewer to achieve 85% or greater success by 2017.</p>	<p><i>Maori Boys years 2-8:</i> 334/503 We aim to reduce this to 200 or less to achieve 85% or greater success rate by 2017 (ie move at least 67 Maori boys each year).</p> <p><i>Maori Boys years 9-10:</i> 25/87 We aim to reduce this to 5 or fewer to achieve 85% or greater success by 2017 (ie move at least 12 Maori boys each year).</p>
Mathematics Years 2-10	<p>503/1813 year 2-8 students are below the standard.</p> <p>We aim to reduce this to 300 or less to achieve 85% or greater success rate by 2017.</p>	<p><i>Maori Boys years 2-8:</i> 267/503 We aim to reduce this to 200 or less to achieve 85% or greater success rate by 2017 (ie move at least 84 Maori boys each year).</p> <p><i>Maori Boys year 10:</i> 20/44 We aim to reduce this to 5 or fewer to achieve 85% or greater success by 2017 (ie move at least 10 Maori boys each year).</p>
Reading years 2-10	<p>475/2017 year 2-10 students are below the</p>	<p><i>Maori Boys:</i> 213/503 We aim to reduce this to</p>

	<p>standard or curriculum level expectation.</p> <p>We aim to reduce this to 300 or less to achieve 85% or greater success rate by 2017.</p>	<p>100 or less to achieve 85% or greater success rate by 2017. (ie move at least 56 Maori boys each year).</p> <p><i>Maori Boys (years 9 and 10): 23/87 Maori boys are reading at below Curriculum level 5</i></p> <p>We aim to reduce this to 5 or less to achieve 85% or greater success rate by 2017. (ie move at least 12 Maori boys each year).</p>
Children with additional learning needs	<p>We aim to strengthen the presence, participation and learning of our 217 children with moderate to high learning needs, monitored through the Inclusive Practice Tool and targets in their IEPs.</p>	<p>All 217 students will have in place a rigorous IEP, including a transition plan, informed by a range of data including the IPT by the end of 2016.</p> <p>2017 targets will include NS targets in reading, writing and maths for those students with potential to achieve at this level (ie beyond Curriculum Level 1)</p>
NCEA Level 2 (Retention)	<p>40/144 students leave school without NCEA level 2</p> <p>We aim to reduce this to 20 or fewer to achieve 85% or greater success by 2017</p>	<p><i>Maori: 37/81</i></p> <p>We aim to reduce this to 13 or less or less to achieve 85% or greater success rate by 2017. by 2017</p> <p><i>Boys: 25/69</i></p> <p>We aim to reduce this to 15 or less or less to achieve 85% or greater success rate by 2017. by 2017</p>

Background

The Whakatane Community of Learning comprises seven schools, one year 9-13 college, one intermediate, four contributing primary schools and one state integrated full primary school:

Allandale School; Apanui School; James Street School; Ohope Beach School; St Joseph's School (Whakatane); Whakatane High School; and Whakatane Intermediate.

The group has a history of collaboration. Student data is already shared between the schools and this assists the transition of students. Schools within the group participate in PLD such as PB4L, and share some other PLD opportunities. The schools share facilities and equipment to assist with activities such as school productions and prizegivings. Senior students coach and referee sports teams and judge speech competitions in the primary schools.

Process for Engagement

The Whakatane Community of Learning has grown out of the Whakatane Principals Association, and more particularly the executive of this group. As a group of Principals, we have worked together as part of the association and discussed issues facing education generally and those specific to Whakatane. All the Principals have attended meetings regularly and contributed to discussions. All the schools in this group are within the Whakatane township and sit within the Whakatane High School zone.

The group is very focussed on raising the achievement for all students (total 2945) with a particular focus the groups of learners identified in a range of data: Maori students (total 1717) and students whose performance is globally low (217).

Representatives from Boards of Trustees attended the initial meeting of the CoL and have been kept informed of progress to date.

It is the intention of the group to add other schools from the Whakatane area to this community following the initial set up.

1. Achievement Challenges

The initial analysis and interrogation of the data as well as the wider considerations of school curriculum development, identified the following areas as achievement challenges

1. Students not achieving at or above the National Standards in reading
 - Years 1-8 : 24% (475/2017)
2. Students not achieving at or above the National Standards in writing
 - Years 1-8: 32% (642/2017)
3. Students not achieving at or above the National Standards in mathematics
 - Years 1-8 : 27% (552/2017)
4. Maori students not achieving at or above the National Standards
 - Year 1-8 reading: 30% (314/1054)
 - Year 1-8 writing: 38% (404/1054)
 - Year 1-8 mathematics: 33% (351/1054)
5. Students with additional learning needs (moderate to high) and whose achievement is globally low. While the data for these students is captured in the school wide data, there are concerns about meeting their needs, accelerating achievement, and ensuring viable pathways, particularly at key transition points.
6. 28% (40/144) leave school without NCEA level 2.
7. 46% (37/81) Maori students left school without NCEA Level 2
8. The retention rate to age 17 is 73% for Maori and 91% for Pakeha students

Achievement Targets

The immediate focus of the COL is to achieve the BPS target of 85% by the end of 2017.

A Writing: by the end of 2017

- 85% of year 2-10 students will be achieving at or above the National Standard (years 2-8) or appropriate curriculum level (years 9-10)

Target Groups:

- Maori Boys from 66%

B Mathematics: by the end of 2017

- 85% of year 2-10 students will be achieving at or above the National Standard (years 2-8) or appropriate curriculum level (years 9-10)

Target Groups:

- Maori Boys from 55%

C Reading

- 85% of year 2-10 students will be achieving at or above the National Standard (years 2-8) or appropriate curriculum level (years 9-10)

Target Groups:

- Maori Boys from 43%

D Children with additional learning needs: by the end of 2017

- All children identified with moderate to high learning needs (more than two years below curriculum expectations) are progressing well against the goals in their Individual Learning Plans

E NCEA: by the end of 2017

- 85% of 17 year olds will have achieved NCEA Level 2 by the end of 2017

Target groups:

- Maori from 54%
- Boys from 64%

2. Underachievement Issues

Writing

The overall achievement rate is 68% at or above the National Standards. Girls are doing significantly better (80%) than boys (58%) and Maori students (62%). Overall 76% of students are writing at or above curriculum level 5 in years 9 – 10, Maori boys are lower at 71%.

In order to address the following issues relating to the teaching of writing: disengagement, lack of purpose and use of authentic contexts, teacher practice, limited use of e-learning and the need to develop student understanding of their own learning, the Whakatane cluster will focus on the teacher actions which promote student learning from the Effective Pedagogy statement in the New Zealand Curriculum:

Creating a supportive learning environment
Encouraging reflective thought and action
Enhancing the relevance of new learning
Facilitating shared learning

Making connections to prior learning and experience
Providing sufficient opportunities to learn

This pedagogy will also assist with the mathematics and reading achievement challenges and strengthen teaching as inquiry across the CoL.

Mathematics

The overall achievement rate is 74% at or above the National Standards. Girls are doing slightly better (75%) than boys (73%) and Māori students (68%). Overall 77% of students are achieving at or above curriculum level 5 in year 10, however for Māori boys the achievement is much lower at 55%.

Most schools in the Whakatane cluster have been engaged with the Numeracy Project professional learning and development for several years now. Historically, the focus at Years 1-8 has been primarily on the teaching of number.

The following concerns have been identified:

- Student disengagement in mathematics
- Lack of authentic learning experiences
- Teacher knowledge and confidence in teaching all strands in the curriculum
- Lack of mathematical vocabulary
- Lack of students' ownership of their learning

In order to address these concerns, Whakatane cluster schools will:

- Strengthen teacher practice in the teaching of mathematics
- Develop students' ability to self-assess and self-regulate their learning in mathematics; and
- Create a shared bank of hands-on, authentic learning and assessment tasks for use across all levels of the mathematics curriculum.

Reading

The overall achievement rate for Years 2 -10 is 76% at or above the National Standards. Girls are doing significantly better (82%) than boys (72%) and Maori students (70%). Maori boys in years 9 and 10 are achieving at 43%.

Most schools in the Whakatane cluster have accessed various PLD and 'in-school' programmes such as ALL (Accelerated Literacy Learning), Reading Together, Literacy Learning Progressions, Reading Recovery, and Teaching as Inquiry.

The following concerns have been identified:-

- Disengagement
- Lack of authentic learning experiences to give context to reading tasks
- Teacher practice
- Lack of Reading comprehension

- Lack of Reading vocabulary
- Phonological and Phonemic Awareness issues
- Lack of students' ownership of their learning

In order to address these concerns, the Whakatane cluster schools will:

- Strengthen teacher practice in order to instruct phonological and phonemic awareness, word decoding, vocabulary, fluency, comprehension
- All schools to implement 'Teaching as Inquiry' targeting below and well below students.
- Developing a connection between home and school focussing on reading – along the lines of Reading Together.
- Develop programmes with local groups to support and assist with 'in-school' and 'across school' extra programmes for reading mileage and engagement.
- Streamline consistent reading assessment across all levels
- Share programmes and resources that promote reading achievement and engagement
- Strengthen NZC Effective Pedagogy –Teacher actions to promote student learning

Children with Additional Learning Needs (High to moderate)

The Community of Schools has identified 217 students with moderate to high learning needs whose data is included in the school wide data. This category includes students who are ORS verified and those students who are globally low, achieving two years or more below National Standards expectations for their time at school.

The challenge for schools in the COL is to explore ways that will better meet the identified learning needs of these students, many of whom are in an inclusive mainstream setting, ensuring high levels of engagement and accelerating achievement while managing behaviour challenges which frequently accompany these learners.

It is proposed that schools will explore the Inclusive Practice Tool to engage in dialogue with their students and community in order to support this diverse range of learners. Each of these students will have an IEP which clearly identifies agreed learning goals in the broadest sense and provides relevant support for the critical transition stages across the learning pathway. In 2017 these IEP's will identify National Standards targets for those students with potential to achieve above Curriculum Level one of the New Zealand Curriculum.

NCEA Achievement

The retention of students to age 17 to ensure NCEA level 2 achievement is a challenge with many students leaving school at age 16 as the data reveals. The secondary school has developed an 'early warning system' through tracking and monitoring more closely: developing attendance issues and not attaining the desired

credits in years 9 and 10. Providing more engaging and relevant pathways in year 11 is currently being explored.

The data shows that 40/144 students left school with less than Level 2 in 2013. The target is to reduce this to 20 or fewer. The data also shows that tertiary participation is fewer than 70%. It is intended strengthen knowledge of learner pathways and review how the curriculum across the CoL supports this.

Transitions across the Community of Learning

The Whakatane cluster has identified that there are issues around transitions between schools. The ability to provide appropriate and successful transitions into primary school, to Intermediate and onto high school can effect student achievement. The CoL believes that this can impact on the choice our students make about remaining beyond year 11 (retention).

The following concerns have been identified:

- Disengagement
- Children being 'lost' in their new school
- Communication between schools to ensure transitions are successful
- Schools not valuing or trusting the data / information supplied to them by the previous school
- Lack of authentic learning experiences
- Teacher pedagogy
- Lack of students' ownership of their learning

In order to address these concerns, the Whakatane cluster schools will:

- Strengthen teacher pedagogy to provide relevant learning for age groups
- Develop the use of e-learning throughout all schools
- Ensure that the curriculum being taught in and across schools is relevant to the needs and interests of the students.
- Have a specific focus on the transition of high needs students (academic, social and learning needs)
- Build trust and understanding through discussions, professional development and shared moderation to ensure data / information provided by the previous school is understanding and meets needs.
- Survey the students and parents to gain their perspective of what assists with a smooth transition between schools.
- Develop systems for transition between schools that are adhered to by all schools in the cluster
- Develop graduate profiles for key transition points both between and within schools (at school entry, years 3, 6, 8 and 10) with community and other key stakeholders, such as early learning centres.

What have the schools in the CoL already achieved?

The schools have been involved in a number of professional development and learning programmes to address the above challenges, including:

Literacy	ALL (Accelerated Literacy Learning) Reading Together Language Learning Progressions
Mathematics	Accelerated Learning in Mathematics (ALiM) Mathematics (Board funded)
Writing	Writing (Board funded)
Science	“House of Science” and “Energy Options” PD
E-learning	Learning with Digital Technologies
Cultural Responsiveness	Ka Hikitia Tataiako Kia Eke Panuku Te Reo in mainstream
Teaching and Learning	Teaching as Inquiry National Standards moderation PB4L (4 schools)
Youth Guarantee	Trades Academy

Strengths of the COL

The Education Review Office (ERO) report on the Whakatane Community of Learning reported the common strengths included:

- effective governance and stable leadership committed to improving student achievement
- recognition of the need to set annual targets for students who are at risk of poor educational outcomes and monitoring the progress of these students
- curricula and teaching practices that effectively promote learning, including the developing use of digital technologies
- high expectations for learning and behaviour
- positive teacher student relationships
- strong links to Maori whanau, hapu, and iwi in local communities
- valuing and respecting Maori language, identity and culture and including local history and contexts within the curriculum programmes

- strong links with local businesses, local agencies and trades academy

The areas recommended for improvement are:

- strengthening leadership of learning
- improve the use of achievement data to track, monitor and accelerate the progress of students at risk of poor educational outcomes
- promote a stronger focus on accelerating the achievement of Maori and boys, particularly in writing
- understand and implement good practices for teaching as inquiry
- engage with parents in educationally powerful partnerships to accelerate students' learning
- explore ways to help students understand and discuss their learning

Actions to address the Achievement Challenges:

- Integrate the actions/goals/targets of the CoL into the strategic and annual plans of individual school charters
- Establish systems and processes to ensure the consistency and moderation of assessment across the cluster in reading, writing and mathematics. The use of PACT is currently being explored by the local primary principals' association
- Programmes to utilise curriculum expertise across the CoL to raise student achievement
- Mentoring of teachers to build pedagogical content knowledge and curriculum content knowledge
- The CoL has initiated discussions with Te Whare Wananga o Awanuiarangi that is looking to support schools with student achievement challenges
- Include East Bay REAP science contract to support curriculum review and student engagement
- Develop a community of inquiry that uses professional learning groups to focus on:
 - Curriculum review to examine how engaging the curriculum is for the modern learner
 - The principle of Learning to Learn (NZC) to address student ownership of learning and the self efficacy of students most at risk of not achieving
 - Growing innovative teaching through collaborative practice
 - Building leadership capability
 - Consistency of teaching practice across the CoL
 - Refining teaching as inquiry to strengthen the learning partnership with whanau
- Maximising the use of resources through shared activities such as teacher only days.