

Investing in Educational Success - IES

Rotorua Central Community of Learning

2015-2018

Executive Summary

We have identified the following achievement challenges

Challenge	Current Achievement	Target Groups
Children with additional learning needs	We aim to strengthen the presence, participation and learning of our 247 children with moderate to high literacy learning needs and whose achievement is well below expectations in both reading and writing.	All 247 students will have in place a learning plan, including a transition plan, informed by a range of data which may include the IPT, by the end of 2016. 2017 targets will include NS targets in reading and writing for those students with potential to achieve at this level (ie beyond Curriculum Level 1)
Reading Years 1-8	297/1262 (37%) year 1-8 students are below the National Standard.	<i>Maori students</i> 298/785 We aim to reduce this to 120 or less to achieve 85% or greater success by 2017 (ie move at least 90 Maori students each year). <i>Pasifika</i> 40/71 We aim to reduce this to 10 or less to achieve 85% or greater success by 2017 (ie move at least 10 Pasifika students each year)
Writing Years 5-10	733/1336 year 5-10 students are below the national standard or curriculum level expectation. We aim to reduce this to 350 or less to achieve	<i>Maori Boys</i> 271/525 We aim to reduce this to 100 or fewer to achieve 85% or greater success by 2017. (ie move at least 85 Maori boys

	<p>85% or greater success rate by 2017</p>	<p>each year)</p> <p><i>Maori Girls</i> 220/392 We aim to reduce this to 60 or fewer to achieve 85% or greater success by 2017. (ie move at least 80 Maori girls each year).</p> <p><i>Pasifika Boys</i> 20/41 We aim to reduce this to 5 or fewer to achieve 85% or greater success by 2017. (ie move at least 8 Pasifika boys each year)</p> <p><i>Pasifika Girls</i> 16/26 We aim to reduce this to 5 or fewer to achieve 85% or greater success by 2017. (ie move at least 5 Pasifika girls each year).</p> <p><i>Other Boys :</i> 142/184 We aim to reduce this to 35 or less to achieve 85% or greater success rate by 2017 (ie move at least 53 boys each year)</p> <p><i>Other Girls:</i> 100/168 We aim to reduce this to 40 or fewer to achieve 85% or greater success by 2017. (ie move at least 30 girls each year)</p>
<p>NCEA Level 2</p>	<p>92 students left school without Level 2 NCEA. This included 62 Maori, 9 Pasifika and 21 Pakeha students. 75% of school leavers have Level 2 NCEA.</p>	<p><i>Maori students</i> We aim to reduce this to 20 or less Maori students to achieve 85% or greater success by 2017. (ie move at least 30 Maori students per year).</p>

Background

The Rotorua Central Community of learning comprises six schools: two single sex secondary schools, one intermediate, two contributing primary schools and one integrated full primary school:

Glenholme School; Malfroy School; Rotorua Boys' High School; Rotorua Girls' High School; Rotorua Intermediate; and Rotorua Seventh Day Adventist School.

The six schools are geographically situated within three kilometres of each other and provide a natural education pathway for students living within the central city suburbs. The schools are similar in many aspects including the high percentage of Maori students. One primary school provides a Level 1 rumaki unit and a Montessori programme.

The principals, senior leadership and teaching staff have already worked collaboratively as an e-learning network and have undertaken leadership development together. The principals are fully involved with Rotorua initiatives (EXCEL Rotorua; Nga Pumanawa e Waru; and Ngati Whakaue Endowment Board) and are members of the Rotorua Principals' Associations. A culture of professional sharing and respect exists among these schools already.

Process for Engagement

The principals and Senior Leadership Teams have met and shared their individual challenges, strategic plans and how inquiry is being used to improve practice. A common thread that emerged early in these discussions was the focus on developing culturally responsive relational pedagogy and the key relationship that all schools have with the Ngati Whakaue Endowment Board. A considerable amount of time has been spent analysing the picture of achievement as well as the picture of underachievement and this resulted in the strategic decision to focus on three achievement challenges. Boards of Trustees have been engaged in this process through participation in the workshops as well as through principal updates. The steering committee has also engaged with Te Taumata o Ngati Whakaue and Nga Pumanawa e Waru in the early stages of developing these challenges.

1. Achievement Challenges

The initial analysis and interrogation of the data identified the following areas as achievement challenges:

- 1 Students not achieving at or above the National Standards in reading
 - Years 1-8 : 36% (455/1262)
- 2 Students not achieving at or above the National Standards in writing
 - Years 1-8 : 46% (575/1262)
- 3 Students not achieving at or above the National Standards in mathematics
 - Years 1-8 : 40% (509/1262)
- 4 Maori students not achieving at or above the National Standards
 - Years 1-8 reading: 37% (297/785)
 - Years 1-8 writing 44% (349/785)
 - Years 1-8 mathematics 45% (357/785)
- 5 Pacific Island students not achieving at or above the National Standards
 - Years 1-8 reading: 44% (31/71)
 - Years 1-8 writing 46% (33/71)
 - Years 1-8 mathematics 41% (29/71)
- 6 25% (82/332) leave school without NCEA Level 2
- 7 30% (62/215) Maori students leave school without NCEA Level 2
- 8 32% (9/28) Pacific Island students leave school without NCEA Level 2
- 9 70% of Maori and Pacific Island students remain at school until age 17

Achievement Targets

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

- A 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 in reading and writing) are progressing well against the goals in their learning plans.
- B Writing: by the end of 2017
 - 85% of year 1-10 students will be achieving at or above the National Standard (years 1-8) or at or above curriculum level expectations (years 9-10)

Target Groups:

- Girls from 45%
- Boys from 45%
- Maori Girls from 44%
- Maori Boys from 48%
- Pasifika Girls from 49%
- Pasifika Boys from 51%

- C Reading: by the end of 2017
- 85% of year 1-8 students will be achieving at or above the National Standard

Target Groups:

- Maori students from 62.2%
- Pasifika students from 56.3%

- D NCEA Level 2/Retention to age 17: by the end of 2017

- 85% of all students will leave school with a minimum of NCEA level 2

Target Groups:

- Maori from 71%
- Pasifika from 68%
- Girls from 74%
- Boys from 78%

2. Underachievement Issues

Children with additional learning needs (high to moderate)

The Community of Schools has identified 247 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 have low literacy levels, achieving two years or more below National Standards (years 1-8) or curriculum level (years 9-10) 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.

Of concern is the level of oral language of many students, particularly boys, at school entry. This is reflected in the percentage of boys who do not meet the National Standards in reading (55%) and writing (28%) at the end of year one. It is proposed to accelerate the progress of boys through providing intensive oral language support. These students will be identified through the Kindergarten Language Screening Test (KLST-2).

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. These students will have learning plans which clearly identify agreed learning goals in the broadest sense and provide relevant support for the critical transition stages across the learning pathway. In 2017 these learning plans will identify National Standards targets for those students with potential to achieve above Curriculum Level one of the New Zealand Curriculum.

Writing Years 5-10

The overall achievement rate is 54.4% at or above the National Standards. Girls are doing significantly better (67.6%) than boys (41.7%), Maori students (55.5%) and Pasifika students (53.5%).

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; the academic challenge of writing at NCEA Level 2 in particular; and the need to develop student understanding of their own learning; the CoL 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

The CoL will also use the findings of the Education Review office report *Accelerating the Progress of Priority Learners in Primary Schools May 2013* to self-review current practice.

Reading Years 1-8

The overall achievement in reading in years 1-8 is 63.9%, a decline of 4.8%. Girls are doing significantly better (70.7%) than boys (57.4%), Maori students (62.2%) and Pasifika students (56.3%).

The particular issues relating to the teaching and assessment of reading relate to teacher pedagogy:

- Teacher knowledge and understanding of learning to read and reading to learn
- Guided and shared reading
- Curriculum choices that connect with learners' worlds, in particular how inclusive are reading programmes for Maori students and boys
- Consistency of OTJs, in particular assessment practice, the analysis and use of data
- Instructional reading years 5-8

Approaches to Raising Achievement in Reading and Writing

To assist in achieving the targets set for our Achievement Challenges, the CoL will utilise the expertise of the across community and within schools teachers to:

- Unpack the desired outcomes in reading and writing including years 9 and 10.
- Complete a 'stock take' of existing practices in teaching reading and writing in the Community to evaluate what is already working and what is not working.
- Collect information about leadership, systems and processes in reading and writing in the Community.

- Collect information about existing practices in teaching reading and writing with Māori learners and boys who need extra support to access the curriculum,
- Gain a shared understanding of 'good practice' in leadership/systems/processes/teaching in reading and writing across the Community, and in particular guided reading.
- Work with colleagues across the Community using an inquiry cycle to identify the strengths and needs of leaders and teachers and to plan and implement 'good practice' leading to achieved desired outcomes for Māori learners and boys
- Lead development of in-school (where required) and between school moderation in reading and writing.
- Promote technology and future-focused pedagogy to support achievement in reading and writing, utilising the support provided through Nga Pumanawa e Waru
- Provide opportunities for parents, family and whānau to strengthen their role in their children's achievement in reading and writing.
- Identify leadership that needs to be developed across the Community and specific and strategic professional learning and development

NCEA Level 2

Although the secondary schools have NCEA pass rates for priority learners that exceed national averages, nevertheless the retention of Maori (70%) and Pasifika (75%) is a significant challenge to ensure students are leaving school with a minimum level 2 NCEA qualification. A large percentage (35%) of our 19 year olds has not participated in tertiary study.

It is intended to strengthen knowledge of learner pathways and review how the curriculum across the CoL supports this. This will include using student voice to review pedagogical approaches to the teaching and learning of young adults in transition to further learning and employment. Community wide approaches to career education will be developed.

Transitions across the CoL

The cluster has identified there are issues with transitions for both students and their whanau. The CoL will develop joint packages for whanau support and will focus on the presence of each school in all schools in the CoL. In order to strengthen transition, the following areas will be a key focus:

- Developing common understanding of expectations and progressions
- Earlier intervention
- Consistency of practice, in particular the e learning capability of teachers
- Acceleration of learners most at risk
- Engaging with early learning providers

3. Strengths of the CoL

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

- Reading
- Writing
- Early Literacy/Oral Language
- Phonics
- PaCT workshops
- e-asTTle writing
- Reading Together
- ALL

Mathematics

- MST
- ALiM
- PaCT workshops

Te Reo Maori (for mainstream teachers)

Learning with Digital Technologies (mainstream and Maori medium)

- ePortfolios; iPads; blogs; google apps
- eLearning with Nga Pumanwa e Waru
- RCICT cluster; attended international conferences on Leading a Digital School; chrome books

Pangarau

PB4L

Incredible Years for Teachers

Growing Leadership, Managing Change and Transition

Science

Assessment SOLO taxonomy

Differentiated Classrooms

Cultural Responsiveness

- Te Rangihakahaka
- Kia Eke Panuku

Effective Transition

Leadership and Assessment

Schools have accessed MoE funded Professional Learning and Development and Boards have provided significant additional support in this area.

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

- Well-established self-review in most schools that focuses on improving student outcomes
- Use of achievement information for a range of purposes
- Responsive curriculum design
- Initiatives and experiences that promotes success for Maori students as Maori
- Supportive and effective school governance

- Productive partnerships between schools, parents, whanau, and community including Ngati Whakaue Education Endowment Trust
- Willingness to engage in focussed professional learning and development

The areas recommended for improvement are:

- Increasing the achievement of boys and Pacific Island students in relation to National Standards
- Continuing to grow teachers' capability to inquire into their own practice
- Strengthening students' understanding and ownership of their learning
- Further developing culturally responsive teaching practice
- Making clear the expected outcomes at each transition point and developing a cohesive local curriculum and teaching practices

4. Actions to address Achievement Challenges

- Development of the community's vision and name, focussing on a growth mind-set for teachers, students and parents
- Integrate the actions/goals/targets of the CoL into the strategic and annual plans of individual school charters
- Identify the shared resources and skills available across the CoL
- Report to individual schools and across the CoL to its boards and community about progress against the targets and challenges
- Strengthen community engagement through building on a range of existing structures and opportunities:
 - Maori Student Achievement Survey
 - Hui Whanau
 - Home – school workshops for literacy and numeracy
 - eBabies – Early Learning Centre
 - Te Rangihakahaka
 - Reading Together
 - Parent / teacher Discussions
 - National Standards
 - PB4L
 - Healthy Promoting Schools
 - Kapa Haka and Kia Maia (Self Esteem programme)
 - Pre-school Transition Class, After School and School Holiday programmes
- Build the identity of the Rotorua Central community through: shared activities, shared problem solving, PLD, moderation e.g. PACT, using internal expertise and through the synergy of this work with Nga Pumanawa e waru. We want whanau and the community to notice the difference as we shift our thinking and focus to working as a village to raise our children.
- Developing ways of working through a shared understanding of collaborative inquiry and how we will measure progress