

# Waimairi-iri

Waimairi-iri Community of Learning  
2017-2019

***Mā te tuakana te teina e tōtika. Mā te teina te tuakana e tōtika.***

*A whakatauki which talks about reciprocal learning. The younger person can learn from the older person and the older person can learn from the younger person. No one person is more important than the other.*

We are a group of schools and services which include early childhood, contributing primary, an intermediate and a secondary school. We already openly work together in a collaborative way and have a desire to strengthen links between schools/services so as to benefit each school/service. Links will be professional, collaborative and productive so as to improve educational opportunities and outcomes for all learners in the community.

## ***Who is our community?***

Our learning community draws from the North West area of Ōtautahi. We believe the ākonga/learner is at the heart of our schools and services and the Community of Learning is an integral part of the North West community.

Our current Community of Learning is currently comprised of three ECEs, four primary, one intermediate and one secondary school.

## **Our COL Principles align with our Achievement Challenge**

- Collaborative learning and teaching
- Cultural responsiveness
- Whānau Partnerships
- Learner Agency

## **Direction**

Our direction will be on '*accelerating student outcomes*' for a targeted group of students who have been identified at risk of not achieving across our schools/services with specific attention on our priority learners and boys.

Our challenges are:

- To lift achievement in Writing for boys' in years 1- 8
- To lift achievement in Mathematics for all students years 1- 8
- To lift achievement in Reading for boys' years 1 – 6
- To lift achievement in literacy for a targeted group of year 9 students through enhanced student engagement, attendance and wellbeing
- To focus on early literacy in early childhood centres

Our CoL is made up of 3,855 students. 10% (382) of the students in our community are Māori and 3% (120) Pasifika. Our data analysis indicated that the biggest disparity was between genders rather than across ethnicities, particularly in reading and writing which is why our achievement challenges do not identify specific ethnic cohorts. In developing a detailed plan to address our achievement challenges we will look to ensure that we are culturally responsive in our approach.

In 2016 the schools in our CoL became involved in the Māori Achievement Collaborative (MAC) initiative and we will continue to develop our work in this area as part of our achievement challenge plan. MAC is an initiative designed to provide professional learning and development for leaders focused on changing education outcomes for Māori students. The work we develop through MAC will support our Māori students that are within our achievement challenge target groups.

<b>Achievement Challenge</b> <b>Years 1 -8</b>	<b>Our challenge is to accelerate achievement in Writing for Boys' in Years 1-8.</b>
<b>Baseline Achievement Information 2015</b>	<b>Boys'</b> <b>Y1-8</b>
% of students operating at or above the age appropriate curriculum level (using National Standards (NS))	<b>55%</b>
No of students in years 1-8 at or above NS at the end of 2015	<b>333 out of 607 students</b>
<b>Achievement target as at the end of 2017/2018</b> Increase the number of students operating at or above the age appropriate curriculum level (using NS and 2015 baseline student numbers)	<b>2017 – 70% - 92 additional students</b> <b>2018 - 80% - 60 additional students</b>
<b>Narrative</b>	Our 2015 data showed that a larger portion of our boys (45%) were achieving 'well below' and 'below' the national standard in comparison to the girls (24%). There were similar discrepancies in the children 'at' or 'above' the national standards boys being 55% compared to girls being 75%. As a COL we consider that these ranges are too significant and we believe that we can accelerate achievement for these students and increase the number of students working at the appropriate curriculum level, particularly boys.

<b>Achievement Challenge</b> <b>Years 1-8</b>	<b>Our challenge is to accelerate achievement in Mathematics for All Students in Years 1-8.</b>
<b>Baseline Achievement Information 2015</b>	<b>All Students</b> <b>Years 1-8</b>
% of students operating at or above the appropriate curriculum level (using NS and teacher judgement)	<b>74%</b>
No of students in years 1-8 at or above the appropriate curriculum level.	<b>892 out of 1198 students</b>
<b>Achievement target as at the end of 2017/2018</b> Increase the number of students operating at or above the appropriate curriculum level (Using baseline student numbers)	<b>2017 – 80% - 72 additional students</b> <b>2018 – 85% - 60 additional students</b>
<b>Narrative</b>	Our data shows that most of our Year 1-8 students are working at the appropriate curriculum level in Mathematics (74%), but this still means that a large number of students are not, 306 students based on our baseline data. Given the significance of mathematics in enabling students to access the curriculum, these students are at a significant disadvantage as they make their way through the schooling system, particularly as they move into NCEA. As a COL we believe that we can accelerate achievement for these students and increase the number of students working at the appropriate curriculum level.

<b>Achievement Challenge</b> Years 1-6	<b>Our challenge is to accelerate achievement in Reading for Boys in Years 1-6.</b>
<b>Baseline Achievement Information 2015</b>	<b>All Students</b> <b>Years 1-6</b>
% of students operating at or above the appropriate curriculum level (using NS and teacher judgement)	<b>70%</b>
No of students in years 1-6 at or above the appropriate curriculum level.	<b>330 out of 470 students</b>
<b>Achievement target as at the end of 2017/2018</b> Increase the number of students operating at or above the appropriate curriculum level (Using baseline student numbers)	<b>2017 – 80% - 46 additional students</b> <b>2018 - 90% - 47 additional students</b>
<b>Narrative</b>	Our 2015 data showed that a larger portion of our boys (30%) were achieving ‘well below’ and ‘below’ the national standard in comparison to the girls (18%). As a COL we consider that this discrepancy is significant and we believe that we can accelerate achievement for these students and increase the number of students working at the appropriate curriculum level, particularly boys. Reading has a significant impact on students’ ability to access the curriculum thus we consider that increasing the reading ability of students is fundamental to accelerating their achievement.

<p><b>Achievement Challenge</b> Year 9-11</p>	<p><b>Our challenge is to improve the level of literacy achievement for an identified group of Year 9 students so that they are in a position to achieve NCEA Level 1 Literacy in 2018.</b></p>
<p><b>Baseline Achievement Information 2016</b></p>	<p><b>Identified Students – those students in Year 9 that currently have a level of literacy achievement below the appropriate curriculum level</b></p>
<p>% of students operating at or above the appropriate curriculum level using Writing achievement as an indicator, the data being used is based on common assessments and teacher judgement.</p>	<p style="text-align: center;"><b>87%</b></p>
<p>No of students in year 9 at or above the appropriate curriculum level.</p>	<p style="text-align: center;"><b>401 out of 462 students (61 students are currently not at the appropriate curriculum level)</b></p>
<p><b>Achievement target as at the end of 2017/2018</b></p> <p>Increase the number of students operating at or above the appropriate curriculum level by the end of Year 10 – 2017.</p> <p>Increased the number of students achieving NCEA Level 1 literacy by the end of Year 11 – 2018.</p> <p>(Using baseline student numbers)</p>	<p style="text-align: center;"><b>2017 – 93% - 27 additional students (by the end of Year 10)</b></p> <p style="text-align: center;"><b>2018 - 100% - 34 additional students in Level 1 NCEA achieve Literacy (by end of Year 11)</b></p>
<p><b>Narrative</b></p>	<p>The data would indicate that a majority of Year 9 students are operating at the appropriate literacy level (87%) but this still means that a large number of students are not, 61 students based on our baseline data.</p> <p>91% of our schools leavers gained NCEA level 2 or above and our retention to age 17 is 89%. For our community we see a need to focus on year 9 engagement and our primary age students for our CoL challenges so as to increase further our students' success at NCEA.</p> <p>The focus of this challenge is to promote and enhance student engagement in learning so that these identified students are equipped with a solid literacy foundation to enable them to be successful in NCEA. The level of engagement for this group of students' poses a significant risk of under achievement, underpinning this risk is the level of retention, attendance and student wellbeing. These factors will be the focus for a modified approach to better meet the needs of this group of students.</p>

<p><b>Achievement Challenge</b> Early Childhood</p>	<p>Our challenge is to work collaboratively with ECE centres to identify and explore the literacy learning pathways of learners transitioning into COL schools. This is to provide schools with appropriate and useful information, based on learning stories, in relation to literacy capability and progress. The objective is to enable schools to better target the learning needs and develop 'next steps' for individual learners.</p>
<p><b>Baseline Information.</b> <i>One Learning Stories for each child.</i></p>	<p>Currently, ECE centres in the COL provide at least one learning story, with a focus on early literacy, for each child. These learning stories cover only some aspects of early literacy and therefore provide a limited representation of learner capability.</p>
<p><b>The Target</b> <i>Two Learning Stories for each child.</i></p>	<p>To provide at least two learning stories for all children transitioning into school, with a focus on early literacy. These learning stories will extend the range of literacy aspects being recorded.</p>
<p><b>Narrative</b></p>	<p>These additional learning stories will enable ECE teachers to share and critique learner information and assessment practice.</p> <p>They will also increase the quality of information about the literacy pathways of transitioning learners which will enable the learning progress for these learners to be optimised. The sharing of additional learning information and the development of common achievement language, will enhance existing data sharing between ECE and schools.</p>

## Achievement Data

	Writing (2015)		Reading (2015)		Mathematics (2015)	
SCHOOL	Boys' Y 1-8	Boys' Y 1-8	Boys' Y 1-6	Boys' Y 1-6	All students Y 1-8	All students Y 1-8
%	At/Above	Below/ Well below	At/Above	Below/ Well below	At/Above	Below/ Well below
No.						
Breens Intermediate	54% 74/137	46% 63/137			69% 194/283	31% 89/283
Harewood School	80% 73/91	20% 18/91	80% 73/91	20% 18/91	85% 141/165	15% 24/165
Isleworth School	52% 77/147	48% 70/147	64% 94/147	36% 53/147	73% 211/291	27% 80/291
Roydvale school	55% 65/119	45% 54/119	66% 79/119	34% 40/119	78% 191/244	22% 53/244
Wairakei School (Christchurch)	39% 44/113	61% 69/113	74% 84/113	26% 29/113	72% 155/215	28% 60/215

SCHOOL	All students Y 9	All students Y 9
%	Literacy	Literacy
No.	At/Above	Below/Well below
Based on writing curriculum levels		
Burnside High School	87% 401/462	13% 61/462

Early Childhood Centres	Total number of children
Bishopdale Pre-School	74
Kids First - Isleworth	44
Kids First - Kendal	34

## Our approach

- Focus on strengthening teacher capability and Effective Literacy teaching.
- Develop a COL wide moderation process to enable us to make informed judgements about the progress of our target students.
- Increase the targeted teaching opportunities and differentiated learning.
- Provide engaging opportunities in literacy especially for boys.
- Strengthen relationships with learners and whānau.
- Build on the strong pathways across our Community of Learning.
- ECE/leaders/teachers to explore new ways of developing data around children's early literacy.

## Addressing our Achievement Challenge from ECE to Yr 10

- Grow the connections between each of our schools and services to ensure seamless transitions for our learners between each of the schools/settings.
- Build upon our Culturally Responsive Practices across all of our learning settings.
- Strengthening our use of ICT tools to enhance writing.
- Moderation practices across all of our learning settings (our Professional Learning Groups will support the development of these areas).
- Work with Mātauraka Mahaanui Facilitators to strengthen culturally responsive practice.
- All Leaders in the schools committed to the Māori Achievement Collaborative initiative that started in June 2016 (MAC).

## Monitoring and Evaluation

### **Monitoring**

- The COL will monitor the progress on actions using ERO'S evaluation indicators. The School Improvement model of inquiry approach will be followed. This model will include: Noticing, Investigating, Collaborative Sense Making, Prioritising to Take Action, Improvement Actions, Shifts in Practice, Outcomes for learners.
- Monitoring of progress of our Achievement Challenges in relation to evidence: focusing on the methods of practice – using 'Basket of Evidence' approach.
- Integrating learner, whānau and teacher voice.
- Collecting and aggregating kura/school data without compromising privacy.
- A focus on developing the professional capability through growth of learners.
- Evidence of improved student confidence in their ability to succeed through gathering learner voice.
- Agreed on a small number of common measurements.

## Evaluation

- Evaluating progress in relation to the identified challenges using the ERO evaluative indicators to analyse next steps for individual schools and the Community of Learning as a collective.
- Through the ERO indicators areas that require a stronger focus will be evidenced through the inquiry.
- The Inquiry model that we intend to use will identify if there is a need to continue with this challenge or points to another related or different focus and whether or not any further support is needed to continue work around the current challenge.
- Evidence of 'story hui' will demonstrate the ways we work together as a Community of Learning.
- As a group we will adapt and change the challenge where evidence shows that changes are required.

### The Waimairi-iri COL team:

<p><i>Currently in the COL</i></p> <p><i>Bishopdale Community Preschool - Sarah Straver</i></p> <p><i>Breens Intermediate School - Nikki Clarke</i></p> <p><i>Burnside High School - Phil Holstein</i></p> <p><i>Harewood School - Julie Greenwood</i></p> <p><i>Isleworth School - Jeanette Shearer</i></p> <p><i>Kidsfirst Isleworth and Kendall</i></p> <p><i>Kindergartens - Kathryn O'Connell-Sutherland</i></p> <p><i>Roydvale School - Jenny Washington</i></p> <p><i>Wairakei School - Shane Buckner</i></p>	<p><i>Joining throughout 2017 /2018</i></p> <p><i>ABC Papanui- Hetty Franssen</i></p> <p><i>AngelCare preschool and Nursery - Melissa Hempstalk</i></p> <p><i>Angel Care pre-school and Nursery the Area Manager is Melissa Hempstalk.</i></p> <p><i>Aratapu Preschool and Nursery- Andrea Wilson-Tukaki</i></p> <p><i>Allenvale Special School - Graeme Daniel</i></p> <p><i>Burnside Primary School - Matt Bateman</i></p> <p><i>Christ the King School - Mike Bonisch</i></p> <p><i>Cobham Intermediate - Eddie Norgate</i></p> <p><i>Fendalton Open Air School - Raewyn Saunders</i></p> <p><i>First Steps Fendalton- Amy Sparks</i></p> <p><i>Kids first Kindergartens Ilam- Susan Szentivanyi</i></p> <p><i>Kidsfirst Kindergartens Papanui- Dot Capon</i></p> <p><i>Kidsfirst Kindergartens Pitcairn Crescent- Dot Capon</i></p> <p><i>Kidsfirst Kindergartens Trengrove- Trish Studholme</i></p> <p><i>Lollipops Educare Bligh's Road- Juliette Thompson</i></p> <p><i>St Andrews College -Christine Leighton</i></p> <p><i>St Patrick's School- Tom Wallis</i></p> <p><i>Waimairi School - Mike Anderson</i></p> <p><i>Merrin School - Lisa Dillon-Roberts</i></p> <p><i>Westburn - David Brown (2016) Susan Jennison (2017)</i></p>
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The schools and services currently in the Waimairi-iri COL will work with the Burnside Learning Community Cluster, Merrin School and Westburn over the next year with the aim of joining together to support learners in the North West of Christchurch.