



Achievement Challenge Plan

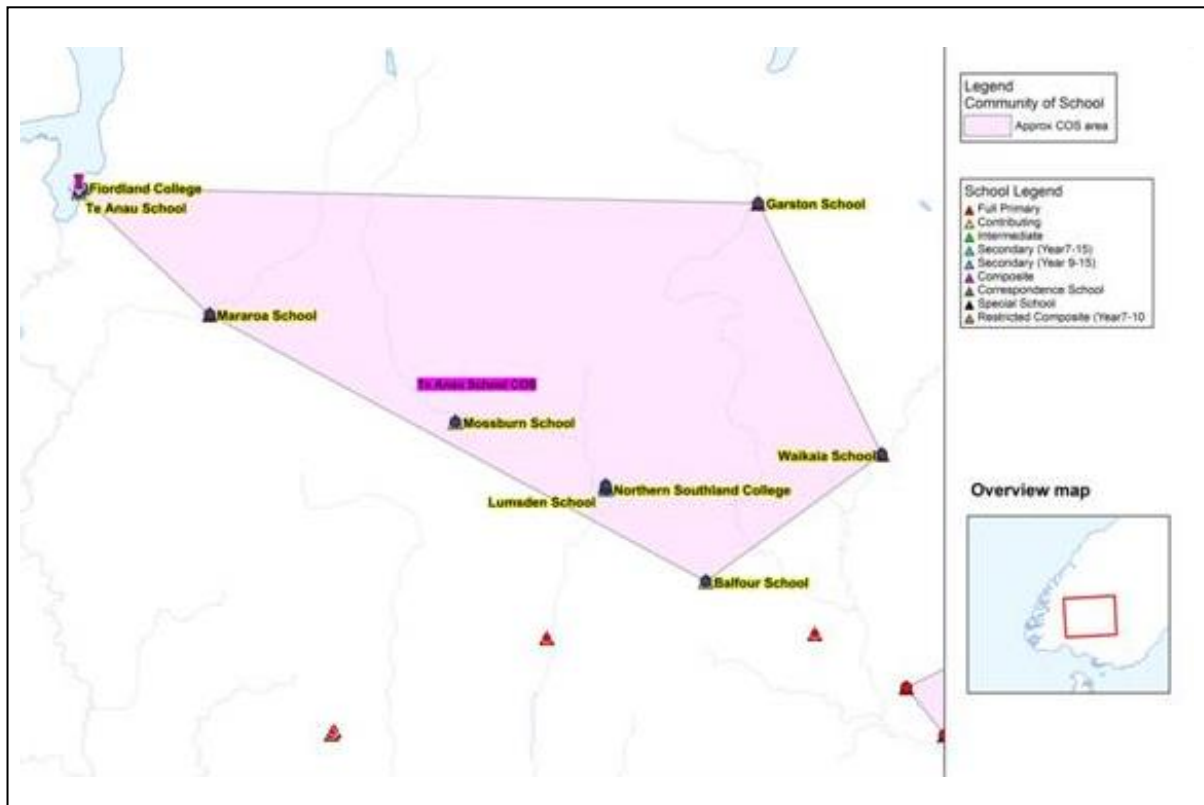
2017-2020

"Supporting all students to become independent, self-directed learners"

Who We Are...

The Fiordland Lumsden Community of Learning consists of the following Learning Centres:

- Northern Southland College (Secondary Yr 7-15)
- Fiordland College (Secondary Yr7-15)
- Balfour School (Contributing)
- Garston School (Full Primary)
- Lumsden School (Contributing)
- Mararoa School (Full Primary)
- Mossburn School (Contributing)
- Te Anau School (Contributing)
- Waikaia School (Full Primary)



The distance between the learning centres at either end of our geographical spread is 131km. 2/3 of our 9 schools have fewer than 5 teachers. Only the two Colleges and Te Anau primary have more than 10. All of the other FiNSCoL school principals have a teaching component as part of their position. All but one of our schools have an Isolation Index of C or D. We have a mix of contributing, full primary and secondary schools, the smallest with fewer than 30 students, the largest with just over 200.

Our Vision

The vision of the schools of the Fiordland and Northern Southland Community of Learning (FiNSCoL) is to support all students to become independent, self-directed learners. We acknowledge that working together (rather than in isolation) will lead to greater success for our students.

This collaborative approach will be driven by an Appreciative Inquiry Model, whereby existing strengths are acknowledged and built upon for the benefit of the entire FiNSCoL community.

We will deliberately strive to foster student agency, which occurs when learners believe they have ownership of the learning process and are involved in a caring and inclusive community. Students experience meaningful and relevant learning contexts to motivate and inspire them for successful learning. They are supported by quality teaching and highly appropriate resources.

What is Important for our Kāhui Ako

At present there are informal connections with local Early Childhood Education providers to support transition to school. An important step for our Kāhui Ako is to develop and strengthen these connections.

Consultation with the FiNSCoL community, has indicated that there is a very clear demand for providing rich, meaningful contexts for children's learning, not only to broaden their learning experiences, but also to provide inspiration and engagement to improve outcomes in Literacy. We see quality teaching and learning across the wider curriculum as being a hugely important component of our children's education, and has huge potential for also impacting on achievement in Literacy through deliberate acts of teaching which makes connections between inspiring contexts and purposeful Reading and Writing.

The New Zealand Curriculum stresses the importance of the non-core areas in terms of the foundational platform from which core learning can spring. For instance, in relation to The Arts, it states: "Learning in the disciplines of the arts impacts strongly on how students think and expands the ways in which they can express ideas, feelings, beliefs, and values and understand those of others. Such learning... in today's world is vital for communication, understanding, and intellectual and emotional growth" (NZ Curriculum The Arts p10).

As noted in our Vision, and endorsed by our community, the size of our schools – and resourcing related to this e.g. lack of specialist staff – as well as geographic isolation from larger urban centres means that students within this community have restricted opportunities to experience a truly wide curriculum. We believe strongly that a focus developing greater contextualised learning will impact directly on student achievement in Literacy.

How Are We Doing? (2016 Data)

Note: Highlighted findings are areas identified as Achievement Challenge Priorities:

Boys Literacy

Effective Transitions

National Standards: Reading 2016

Reading % At or Above	FINS Kāhui Ako				
	2012	2013	2014	2015	2016
All students	85.1	82.7	84.7	82.6	85.4
Girls	90.6	91.3	89.2	87.3	91.3
Boys	80.3	75.6	80.7	78.6	80.5
Māori	81.6	73.9	69.9	80.7	79.3
Pasifika	N/A	75.0	87.5	81.8	88.9
Asian	N/A	71.0	74.3	72.2	75.7
Other	85.4	89.3	100.0	66.7	55.6
European	N/A	83.4	87.2	83.9	87.5
Year 1	84.7	82.5	75.7	78.3	77.8
Year 2	88.3	81.7	90.6	88.6	91.7
Year 3	87.0	86.7	84.1	88.5	93.3
Year 4	81.0	82.4	85.9	80.9	87.0
Year 5	77.5	80.8	88.2	84.7	74.6
Year 6	85.5	81.8	84.0	85.7	90.6
Year 7	86.3	82.8	78.9	78.5	83.1
Year 8	89.3	84.1	92.6	74.3	83.1

Reading 2016 No. of students	FINS Kāhui Ako			
	Well below	Below	At	Above
All students	14	86	340	244
Girls	4	23	159	123
Boys	10	63	181	121
Māori	2	16	44	25
Pasifika	0	1	7	1
Asian	1	8	15	13
Other	1	3	3	2
European	10	58	271	203
Year 1	1	23	74	10
Year 2	1	7	50	38
Year 3	0	6	38	46
Year 4	4	8	37	43
Year 5	3	15	27	26
Year 6	4	4	39	38
Year 7	0	12	34	25
Year 8	1	11	41	18

Key Findings:

- Boys consistently not performing as well as girls over last 4 years
- Fewer than 80% of Māori students At or Above NS compared with 85% of students overall
- Total data compares favourably with Southland Region (80% all students At or Above) and Nation-wide (77.8% At or Above)
- Our Māori students' (79.3%) data is significantly better than the Southland Region (75.3%) and Nation-wide (68.8%)
- 2016 Year 5 children (74.6%) performed significantly below other cohorts

National Standards: Writing 2016

Writing % At or Above	FINS Kāhui Ako				
	2012	2013	2014	2015	2016
All students	74.8	76.5	76.7	72.4	76.1
Girls	85.0	86.6	87.5	82.0	85.4
Boys	66.0	68.3	67.5	63.9	68.5
Māori	63.3	65.2	68.5	68.2	72.4
Pasifika	N/A	50.0	62.5	63.6	55.6
Asian	N/A	71.0	57.1	69.4	67.6
Other	75.9	89.3	100.0	55.6	44.4
European	N/A	76.1	79.2	73.7	78.2
Year 1	87.1	86.4	80.7	76.4	75.0
Year 2	72.7	80.3	85.4	88.6	82.7
Year 3	69.6	71.7	82.0	83.3	92.0
Year 4	68.4	77.0	75.6	70.6	79.3
Year 5	70.4	71.2	75.0	65.9	68.6
Year 6	82.6	75.3	77.8	72.7	75.0
Year 7	66.7	71.9	63.2	50.6	65.3
Year 8	77.3	70.5	70.6	64.9	64.8

Writing 2016 No. of students	FINS Kāhui Ako			
	Well below	Below	At	Above
All students	22	141	419	101
Girls	3	42	191	72
Boys	19	99	228	29
Māori	6	18	54	9
Pasifika	0	4	5	0
Asian	1	11	18	7
Other	0	5	3	1
European	15	103	339	84
Year 1	2	25	76	5
Year 2	0	17	69	12
Year 3	1	6	71	10
Year 4	2	17	57	16
Year 5	8	14	37	11
Year 6	5	16	40	23
Year 7	2	23	36	11
Year 8	2	23	33	13

Key Findings:

- Boys consistently not performing as well as girls over last 4 years (10%-20% fewer boys At or Above than girls)
- 2016 Māori students slightly below compared with All students but not significantly (3.7% fewer), and over 10% better than Nation-wide (61.6%)
- There is a 'data drop' at Year 6-7 transition point (same cohort drop from 72.7% to 65.3%)
- 2016 All Student data is 4% better than Southland Region and 5% better than Nation-wide

National Standards: Maths 2016

Mathematics % At or Above	FINS Kāhui Ako				
	2012	2013	2014	2015	2016
All students	80.7	78.4	82.9	77.4	84.0
Girls	79.8	81.5	86.7	80.1	85.8
Boys	81.6	76.0	79.7	75.1	82.6
Māori	69.4	58.7	63.5	68.5	74.7
Pasifika	N/A	25.0	66.7	63.6	66.7
Asian	N/A	80.6	88.6	69.4	78.4
Other	81.8	88.0	82.6	50.0	55.6
European	N/A	79.3	85.1	80.0	86.7
Year 1	90.6	93.5	89.0	82.1	87.0
Year 2	80.5	78.8	87.5	84.1	87.8
Year 3	85.5	68.3	86.9	83.3	88.6
Year 4	77.2	73.0	76.9	77.9	87.0
Year 5	64.8	72.6	86.8	78.8	78.6
Year 6	85.5	72.7	80.2	76.6	82.4
Year 7	82.4	82.8	73.3	62.0	73.2
Year 8	78.7	77.3	79.1	70.3	83.1

Mathematics 2016 No. of students	FINS Kāhui Ako			
	Well below	Below	At	Above
All students	18	91	464	110
Girls	5	39	218	47
Boys	13	52	246	63
Māori	2	20	55	10
Pasifika	0	3	4	2
Asian	1	7	20	9
Other	1	3	5	0
European	14	58	380	89
Year 1	3	11	91	3
Year 2	2	10	69	17
Year 3	0	10	67	11
Year 4	4	8	60	20
Year 5	2	13	44	11
Year 6	6	9	50	20
Year 7	0	19	40	12
Year 8	1	11	43	16

Key Findings:

- 2016 All Student data shows FiNSCoL students performing almost 10% better than Region-wide and Nation-wide
- Girls are performing slightly better than boys
- 10% fewer Māori students (74.7%) are At or Above than All Students (84%), and yet they are performing significantly better than Māori students nationally (65.3%)
- Year 7 students' data shows a significantly lower % At or Above compared with other cohorts

NCEA: School leavers with at least NCEA Level 2 or equivalent (2016)

Key Findings (Ref Graphic below):

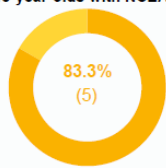
- 2016 Data shows that 90% of leavers had attained NCEA Level 2 or above, which is an increase of 16.7 percentage points compared with 2015 leavers. This compares with 80% of leavers having attained NCEA Level 2 or above nation-wide.
- The % of 18 year olds with a minimum of NCEA Level 2 qualification was 85.1%, compared with 84.6% nation-wide
- Girls achieved higher NCEA outcomes than boys in 2016 (A higher proportion had attained Level 3) but this was not significant

Fiordland College and Northern Southland College

SECONDARY/TERTIARY (AGES 16-18)

Qualifications

18-year-olds with NCEA Level 2 or equivalent



MĀORI

▼ 2.4 percentage points

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(*)

PASIFIKA

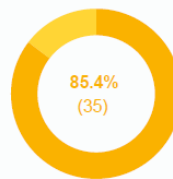
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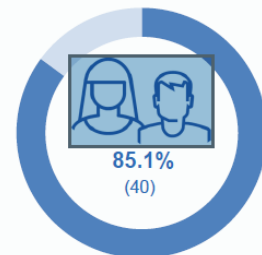
ASIAN

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EUROPEAN/PĀKEHĀ

▼ 3.2 percentage points



Total 18 year-olds with NCEA Level 2

▼ 2.7 percentage points

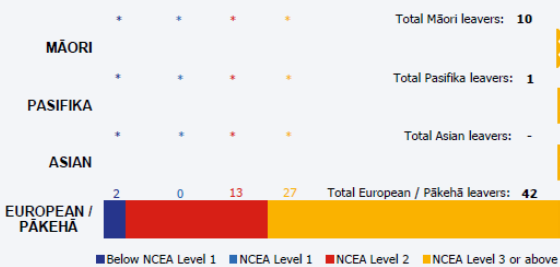
Parentalised values indicate the number of students attaining
▲ ▼ All comparisons are to the previous year
Values marked * are suppressed to protect confidentiality

Tertiary Panel.png

SECONDARY (AGES 13-18)

School Leavers

By highest qualification



TOTAL FEMALE LEAVERS

22

15 NCEA Level 3 or above
4 NCEA Level 2
0 NCEA Level 1
3 Below Level 1



TOTAL MALE LEAVERS

28

14 NCEA Level 3 or above
12 NCEA Level 2
0 NCEA Level 1
2 Below Level 1



Proportion of leavers with NCEA level 2 or above:

90.0% ▲ 16.7 percentage points



Proportion of leavers with NCEA level 3 or above:

58.0% ▲ 15.8 percentage points

Individual School Data: Writing

Table 1 – Achievement Challenge 1 Boys’ Writing School by school break down.

Boys	Well below or below (below)	At or above	Total	%
Otago/Southland	5238	10175	15413	66.0
Balfour School	19 (14)	42	61	68.9
Fiordland College	14 (13)	18	32	56.3
Garston School	4 (3)	13	17	76.5
Lumsden School	10 (10)	40	50	80.0
Mararoa School	6 (5)	19	25	76.0
Mossburn School	9 (4)	19	28	67.9
Northern Southland College	17 (15)	21	38	55.3
Te Anau School	38 (34)	71	109	65.1
Waikaia School	1 (1)	14	15	93.3

Table 2 – Cohort Foci by Identified Year Levels

Year Level	Well Below or Below		At or Above		Total
	No	%	No	%	
After 1 year	27	25	81	75	108
After 2 years	17	17.3	81	82.7	98
End of Year 5	22	31.4	48	68.6	70
End of Year 6	21	25	63	75	84
End of Year 7	25	34.7	47	65.3	72
End of Year 8	25	35.2	46	64.8	71

Table 3 – Targeted Outcomes for Identified Year Levels

Year Level Cohort	Cohort Number	At or Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
2016 Year 1	108 E, F, H	81	75%	86	80%	89	82%	91	84%	10	9%
2016 Year 2	98 D, H	81	82.7%	83	85%	84	86%	85	87%	4	4%
2016 Year 5	70 F	48	68.6%	52	74%	54	77%	56	80%	8	11%
2016 Year 6	84 F, H	63	75%	67	80%	70	84%	72	86%	9	11%
2016 Year 7	72 B,	47	65.3%	52	72%	54	75%	56	78%	9	13%
2016 Year 8	71 B, G, I	46	64.8%	51	72%	53	75%	55	77%	9	13%

Note: Tracking progress will be done longitudinally for each year level cohort, thus Year 8 will be at Level 2 NCEA in 2020. Numbers and percentages have been rounded to the closest digit.

Individual School Data: Mathematics

Table 4 – Achievement Challenge 2 Maths Achievement by School break down.

Boys	Well below	At or above	Total	%
Otago/Southland	6481	23260	29741	78.2
Balfour School	17	82	99	82.8
Fiordland College	19	50	69	72.5
Garston School	3	36	39	92.3
Lumsden School	4	84	88	95.5
Mararoa School	3	38	41	92.7
Mossburn School	13	36	49	73.5
Northern Southland College	12	50	62	80.6
Te Anau School	38	176	214	82.2
Waikaia School	0	22	22	100

Table 5 – Cohort Foci by Identified Year Levels

Year Level	Well Below or Below		At or Above		Total
	No	%	No	%	
End of Year 5	15	21.4	55	78.6	70
End of Year 6	15	17.6	70	82.4	85
End of Year 7	19	26.7	52	73.3	71

Table 6 – Targeted Outcomes for Identified Year Levels

Year Level Cohort	Cohort Number	At or Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
2016 Year 5	58 A,E,F,H	43	74%	47	81%	49	84%	51	88%	8	14%
2016 Year 6	80 A,D,E,F,H	65	81%	68	85%	69	86%	70	88%	5	7%
2016 Year 7	63 B,G	44	70%	49	78%	52	83%	54	86%	10	16%

Table 7 – Targeted Outcomes for Māori Students from Years 1 – 8

Year Level Cohort	Cohort Number	At or Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
2016 Years 1 – 8	72 B,E, F, H	50	69%	55	76%	58	80%	60	83%	10	14%

Note: Tracking progress will be done longitudinally for each year level cohort, thus Year 7 will be at Level 1 NCEA in 2020. Numbers and percentages have been rounded to the closest digit.

Comments on Achievement: Writing

End of 2016 data across our Kāhui Ako schools strongly indicates the need to accelerate the progress boys are making with Writing, with only 69% of our year 1 to 8 boys achieving at or above national expectations (compared with 85% of our girls). Although Boys are achieving to the national goal (80% At or Above) in Reading, girls are performing significantly better in this area too.

Teacher observations, student surveys and community consultation have identified transition points as areas of concern. Data supports these concerns, for example, end of 2016 figures show that the cohort of students transitioning from Year 6 to Year 7 show a drop in those achieving 'at or above' in writing (73% to 65%). Interestingly, the % At or Above National Standard in Writing for the 2014 Year 3 cohort dropped from 82% to 70% in 2015, and dropped slightly further to 68% in 2016. Year 7 and 8 students are doing well in Reading, but not meeting national goals in Writing (65% achieving At or Above).

Comments on Achievement: Mathematics

Closer analysis of this data shows the following challenges in Mathematics:

Of our 87 Māori students (2016) 22 (25%) were achieving Well Below or Below in Mathematics. These students are from four of our schools. In terms of gender, FiNSCoL is achieving close to or above the regional statistical data.

In Years 5 – 7 students in four of our schools are achieving well below or below the regional data, therefore we would like to focus on this area as an achievement challenge. We have also identified a transition issue with the Year 7 data, which shows a significant drop for students transitioning into full secondary.

In Years 1 – 8 we want to accelerate the progress of 109 students who, according to 2016 data, are Below or Well Below the National Standard. After considering the data and evidence from our schools we have identified some specific areas to focus on in the following achievement challenges:

- **Tier 1 ACHIEVEMENT CHALLENGE 1:**
To raise achievement of boys in Writing at all levels in our schools

- **Tier 1 ACHIEVEMENT CHALLENGE 2:**
To raise the mathematical achievement of students in our schools with a particular focus on Years 5 – 7, and Years 1 – 8 Māori students.

- **Tier 2 ACHIEVEMENT CHALLENGE 3:**
To raise the achievement of students at identified Transition Points

- **Tier 2 ACHIEVEMENT CHALLENGE 4:**
To raise achievement in Literacy for all students through a focus on enriching contextualised learning

Tier 1 Achievement Challenge 1

To raise achievement of boys in Writing at all levels in our schools.

Rationale

Data across all of our Kāhui Ako schools (refer Table 1) strongly indicates the need to accelerate the progress boys are making with Writing, with a high proportion (11.5%) achieving below the national expectation of 80%. Across every school in the Kāhui Ako there is a significant gap between girls' and boys' writing achievement.

Strengthening boys' achievement in writing at Years 1-10 will help to build a foundation for success at NCEA.

Goals

To lift the achievement of our 'below expectation' boys in Writing at all year levels, so that they will all have made more than a year's progress for their age/stage within a 12-month period.

Possible Strategies

- Scope current practice in data gathering and analysis to ensure consistency of judgements across the Kāhui Ako.
- Develop a shared understanding of best practices for teaching and learning in writing.
- Using Progress and Consistency Tool (PaCT) to improve overall teacher judgements (OTJs).
- Provide opportunities for moderation between the schools across the Kāhui Ako.
- Provision of Professional Development for teachers to enhance and enrich classroom practice around literacy to become more effective for boys.
- Working with Learning Support to address engagement and behavioural issues affecting boys' achievement in writing.
- To develop more effective seamless transitions (Refer to Achievement Challenge Three)
- Provision of inspiring contexts for writing (Refer Achievement Challenge Four)
- Use of the inquiry model as a rigorous process for investigating, collaborating and prioritising actions and evaluating their impact.
- Build effective learning partnerships to empower family and whanau to support their children's learning at home.
- Develop teacher pedagogy capacity in writing
 - Identifying 'best practice' with staff from each school
 - Shared understanding of the New Zealand Curriculum and Literacy Learning Progressions.
 - Across-school teacher(s) support In-school teachers to develop a "Best-practice" action plan for effective teaching of writing with a particular focus on boys.

Tier 1 Achievement Challenge 2

To raise the mathematical achievement of students in our schools with a particular focus on Years 5 – 7, and Years 1 – 8 Māori students.

Rationale

2016 data shows that there are pockets of underachievement in Mathematics. In particular, we want to focus on improving achievement for our Year 5, 6 and 7 cohort, and for our Maori students (refer Tables 5 and 7).

Goals

1. To lift the achievement of our Year 5, 6 and 7 cohorts by 14, 7 and 16 percent respectively by the year 2020.
2. To lift the achievement of our Year 1 – 8 Maori students by 14% by the end of the year 2020.

Possible Strategies

- Scope current practice in data gathering and analysis to ensure consistency of judgements across the Kāhui Ako.
- Develop a shared understanding of best practices for teaching and learning in mathematics.
- Provide opportunities for moderation between the schools across the Kāhui Ako.
- Provision of Professional Development for teachers to enhance and enrich classroom practice around mathematics.
- To develop more effective seamless transitions (Refer to Achievement Challenge Three)
- Use of inquiry into what works best for Maori students (which will benefit all students).
- Build effective learning partnerships to empower family and whanau to support their children's learning at home.
- Provide opportunities for teachers of similar year levels to work together to share best practice.
- Develop teacher pedagogy capacity in mathematics
 - Identifying 'best practice' with staff from each school
 - Shared understanding of the New Zealand Curriculum and Numeracy Learning Progressions.
 - Across- school teacher(s) support In-school teachers to develop a "Best-practice" action plan for effective teaching of mathematics.

Tier 2 Achievement Challenge 3

To raise the achievement of students at identified Transition Points.

Rationale

Successful transitions for students as they move through the education system are critical to their future success - academic, social and emotional. Effective transitions increase academic performance and may contribute to a reduction in discipline problems. FiNS CoL acknowledges that it is vital for schools to work together in order for our students to have successful transitions.

One of the main focuses of the Kāhui Ako itself is to develop more effective support in this key area. This focus includes not only the actual transition process, but also the development of a consistent approach to assessment and pedagogy. There would be an expectation that we know our schools and their communities and that our focus would be on developing a genuine pathway for our students into and across our schools. We want to develop greater consistency in meeting the needs of our students while retaining each school's unique context.

As we develop an Action Plan for meeting this Achievement Challenge, there are some key aspects of effective transition for students and their families and whanau which have been identified in the following recent ERO evaluations:

1. *Continuity of Learning: Transitions for Early Childhood Services to Schools (2015)*
2. *Transition from primary to secondary school (2016).*

These evaluations highlight a shift in emphasis from “the child being ready for school, to the need for the school to be ready for the child”, and how this applies equally at the point when a child is entering an early childhood education service, moving through that service, starting school, going to intermediate and on to secondary school and into tertiary or vocational training.

Goals

To raise student achievement in reading, writing and maths through improving transition experiences for students at the following points:

- Early Childhood Education services to school
- Junior school to middle school
- Primary school to High School (Year 6-7, and Year 8-9).
- High School to Tertiary/Vocational training and work

Evidence

Progress measures against curriculum levels may reduce the disparity of achievement data between identified transition points, such as Year 6 and Year 7.

Possible Strategies

- To benchmark progress, (New Entrant Data and National Standards Data)
- Survey stakeholders and students (e.g. 'Me and My School' survey data in regards to transition).
- Systems will be put in place for gathering Kāhui Ako-wide data not only around academic attainment, but also student engagement, attendance, and behaviour.
- Make clear expectations at each transition point through a common understanding around achievement and student needs.
- Develop cohesive practice across FiNSCoL education providers, so that there are clear and consistent plans for transitioning students from one school to another.
- Establish strong connections with our Early Childhood providers.
- Continue to develop connections with tertiary providers e.g. Gateway, Hokonui Tertiary High School, STAR and potential work experience providers.
- Identify 'data drop' points, within school and between schools e.g. Year 6 to Year 7. Gather information and evidence around this.
- Provide opportunities for professionals working with transitioning students to collaborate and establish a trusting network for planning seamless transitions.
- Develop and implement robust systems for effective communication around transitioning students e.g. via SMS.

Tier 2 Achievement Challenge Four

To raise achievement in Literacy for all students through a focus on enriching contextualised learning.

Rationale

The focus on improving literacy through contextualised learning as an Achievement Challenge serves a major purpose. It is to ensure that our students enjoy rich and varied learning opportunities across the NZ Curriculum and that the geographical isolation and size of our local communities does not diminish these. Contextualised learning will potentially have a major impact on achievement in literacy. “Evidence of progress and achievement in relation to the standards can, and should be, drawn from across all areas of the curriculum.” (Assessment on line: <http://assessment.tki.org.nz/Clarifications-about-National-Standards>)

The educational need we are addressing is to improve the engagement levels of our students in order to raise their literacy capacity and achievement. Our data clearly shows a gender gap between boys’ and girls’ literacy and engaging learners in contextualised reading and writing will potentially serve to bridge this gap.

We know that learners engage in active learning more effectively and in a sustained way when they have authentic contexts in which to apply their new knowledge and skills. Boys especially, tend to prefer hands-on learning experiences.

We recognise that The Arts, the Environment and EOTC, for example, far from being just ‘nice additions’ to children’s learning experiences, are important vehicles for children to learn skills which can be applied across the curriculum, build character, and foster a growth mind-set which can be applied to all learning. *“If students are to be actively involved participants in a range of life contexts and contributors to the well-being of New Zealand (social, cultural, economic, and environmental), they need opportunities to actively participate in those contexts during their schooling”.* (EOTC Guidelines)

As noted in our previous achievement challenges, we aim to raise student achievement in writing for boys and for children at transition points. Contextualised learning experiences are essential for students to develop their literacy skills.

Goals

To develop and implement high quality contextualised teaching and learning programmes (2018-2019) to raise achievement in literacy through

- Adding breadth and richness to children’s learning through the umbrella of STEAM (Science, Technology, Engineering, The Arts, and Mathematics)
- Providing meaningful contexts and spring boards for children’s learning in Literacy

Evidence

Progress measures against the curriculum levels will show a shift in literacy for all students. The suite of tools to be used by the CoL include: e-asTTle, the Literacy Learning Progressions, PaCT and MidYis.

Possible Strategies

- Scope what contextualised learning currently looks like in our schools and what deliberate links are currently in programme design in terms of supporting learning in Literacy. This will direct decisions around future action.
- Analyse and reflect on qualitative and quantitative information and report literacy progress annually against this achievement challenge.
- Use of the Me and My School student engagement survey (NZCER) pre and post intervention to improve our knowledge of how our students engage as learners.
- Use this as a monitoring tool over time to help ascertain the impact of contextualised learning on our students.
- With the support of relevant literature and expertise – all schools will develop a collective understanding of the notion of contextualised learning with their staff through critical conversation – and capture their journey in a narrative as part of teacher and leader inquiries.
- CoL-wide Professional learning for our teachers around the use of STEAM with Using Technology Better (2018-2019) to provide rich learning contexts and how these can be linked to effective literacy practices. (An application for centrally funded PLD for 200 hours has been approved).
- Individual schools within the Kāhui Ako identify contexts that have particular meaning and relevance to their students and develop literacy programmes to align with these.
- Beginning in 2018, the ‘inquiry cycle’ model will be the vehicle through which teachers evaluate, improve and develop their teaching practice.

Appendix

Key:

A	Balfour School
B	Fiordland College
C	Garston School
D	Lumsden School
E	Mararoa School
F	Mossburn School
G	Northern Southland College
H	Te Anau School
I	Waikaia School