

Tauranga Peninsula Community of Learning

June

2016

Gate Pa School, Greenpark School, Oropi School, Tauranga Boys' College, Tauranga Girls' College, Tauranga Intermediate, Tauranga Primary School, Welcome Bay School

Who are we?

The Tauranga Peninsula Community of Learning includes six primary and two secondary schools, geographically situated from central Tauranga through to the southern and eastern ends of the city. The schools include:

- Two single sex secondary schools (one boys and one girls school);
- One intermediate school;
- One full primary school; and
- Three contributing primary schools.

The total number of students represented in the Tauranga Peninsula Community of Learning is approximately 6500. There is a natural flow of students from the primary schools through to the boys' and girls' secondary schools. The schools within the Community of Learning offer a diversity of context that includes socio-economic backgrounds of students, semi-rural/urban, ethnic mix, and school size.

Tauranga Peninsula CoL affiliates to nga iwi o Tauranga Moana: Ngai Te Rangi, Ngati Ranginui and Ngati Pukenga. Working closely with iwi to align our mutual educational goals, aspirations, and to jointly address challenges is an essential element of the Community.

The schools within the Tauranga Peninsula Community of Learning have a track record of collaboration through initiatives such as EHSAS (Extending Higher Standards Across Schools) and moderation practices for National Standards. The Principals, Senior Leaders and Boards have already displayed the values of mutual respect in developing this proposal. A sense of excitement has been generated throughout the COL regarding the potential innovation that can emerge to meet the Achievement Challenges.

Vision Statement

The vision for the Tauranga Peninsula Community of Learning is:

To collaboratively enable innovation and rich learning opportunities as the basis for raising student engagement, accelerating student progress and achievement, effectively transitioning students, and to foster the growth of the whole individual.

Establishing the community will enhance and provide a way to extend collaborative opportunities, with the ultimate goal of enabling innovation and a seamlessness of progression in learning across the sector from early childhood through to year thirteen. This will be done through empowering and nurturing the expertise and resources from within the community of learning.

Vision Aims:

To

1. *Raise learner engagement in schooling.*
2. *Accelerate learner progress and achievement, with an emphasis on priority learners.*
3. *Effectively transition learners both between year levels and schooling contexts.*
4. *Foster the growth of all learners, with equal importance placed on social, physical and academic outcomes through:*
 - a) *Collective responsibility and accountability for the outcomes of all learners in our COL*
 - b) *Development of shared understandings and congruence of practice between settings.*
 - c) *Working collaboratively to enable contextualised, innovative and rich learning opportunities for our learners.*
 - d) *Growing and utilizing expertise from within the COL*

The process used to engage with schools and stakeholders

The Principals, Senior Leaders, and members of Boards of Trustees have been meeting regarding the Community of Learning for approximately a year. Throughout this time they have engaged in collaborative professional discussions, presented data regarding their individual schools (including student achievement data, strengths, and challenges), engaged with the Ministry of Education, considered a presentation from Special Education, and identified other stakeholders to engage with (such as Ngai Te Rangi, Ngati Ranginui, Ngati Pukenga, and Early Childhood).

Schools registered their commitment to student achievement, and further highlighted their wish to explore **innovation** and rich learning opportunities as the basis with which to bring about positive outcomes for students. It was widely expressed by schools that previous attempts to address aspects of underachievement (for example, Maori students) had a minimal effect. For example, focussing on professional learning for teachers in writing did not necessarily improve the engagement of boys in writing, or improvements gained have been difficult to sustain due to the withdrawal of intensive support. We need to have the ability to commit to longer term and shared intervention strategies that can be measured and developed over time. Support programmes and interventions up to this point have been sporadic and different in each school.

There is a common understanding that we need to look beyond specific interventions and address the 'whole picture'. Pedagogical innovation and providing rich learning opportunities was at the heart of where schools believed real progress can be made in an element such as the engagement of boys in writing. It is also about schools across the sector having a seamless, consistent and shared understanding of progression, assessment practices and pedagogical beliefs from Year 0 – 13.

Schools registered their interest in strengthening connections between early childhood-primary-secondary. It was recognised that each level of the education sector had an opportunity to learn from each other, and gain perspectives that they may not have considered in the past. Recognition of the importance, and giving effect to the positive transitioning for students (and their whanau) between early childhood-primary-secondary was considered as an **innovative** focus for impacting on student achievement outcomes.

Data Analysis

Data was gathered and analysed to determine where Achievement Challenges could most be focussed. Relevant data is included with each Achievement Challenge.

What do we want achievement within the Tauranga Peninsula to look like?

The Tauranga Peninsula Community of Learning is committed to the successful outcomes for students. We aim to bring together our individual strengths as a collaborative to establish effective seamless interventions, strategies and innovations from Year 1-13 that are sustainable, with the effectiveness of these being measurable over time so we can review progress. Our commitment is particularly true for priority groups of students including:

- Maori.
- Pasifika.
- Students with additional learning needs.

We understand the evaluation of successful outcomes for students can include the measurement of achievement against:

- National Standards and Curriculum Levels.
- NCEA.
- Student well-being.

A major focus for the cluster will be in aligning assessment methodologies so there is a common, shared understanding of strengths, needs and next steps for all learners from Year 1-13. This will also strengthen and inform progressions required more effectively and seamlessly from Year 1-13, particularly in reading, writing and mathematics. The common issue at present is we all use our own individual methodologies for assessment and need to match our understandings about achievement data and information across the CoL.

We strongly believe that successful outcomes for students should be extended to include:

- Māori success as Māori
- Student engagement in educational opportunities
- Effective transitioning of students between schooling levels
- Fostering students' capabilities in the Key Competencies
- Broadening students' experiences with the wider curriculum to teach numeracy and literacy.
- Providing holistic experiences in teaching and learning programmes to teach the whole child.

Based on the beliefs detailed above, the Tauranga Peninsula Community of Learning is committed to achieving the targets of:

- 85% of Years 1 - 8 students will be at or above the National Standard in Reading, Writing and Maths in 2018.
- 85% of 18 year olds will have achieved NCEA Level 2 or above in 2017.

Achievement Challenges

Year 1-4	Year 5-8
Reading 76% Writing 76% Mathematics 82%	Reading 75% Writing 66% Mathematics 65%

Primary students at or above National Standards:

KEY:

50% to 69%

< 50%

Year 1-8	Writing	Mathematics	Reading
ALL 3055 learners	70%	73%	75%
ALL Boys 1620 learners	65%	74%	72%
ALL Girls 1435 learners	74%	83%	80%
Maori ALL 869 learners - 28%	60%	60%	66%
Maori Boys 462 learners	53%	53%	61%
Maori Girls 407 learners	67%	67%	72%
Pasifika ALL 138 learners - 4.5%	59%	51%	64%
Pasifika Boys 75 learners	47%	53%	57%
Pasifika Girls 63 learners	73%	54%	71%

KEY:

50% to 69%

< 50%

Year 9[19]	PAT Reading (Stanine Level >4)	Mathematics (Combined average of PAT >4 & Curriculum Level>3)	English (Curriculum Level>3)
NZ European Boys 251 learners	44%	67%	41%
NZ European Girls 130 learners	82%	74%	70%
Maori Boys 108 learners	22%	47%	22%
Maori Girls 107 learners	29%	56%	42%
Pasifika Boys 21 learners	17%	28%	21%
Pasifika Girls 10 learners	71%	32%	36%

Year 10	PAT Reading (> Stanine 4)	Mathematics (Combined average of PAT >4 & Curriculum Level >4)	English (> Curriculum Level 4)
NZ European Boys 287 learners	65%	64%	30%
NZ European Girls 159 learners	75%	65%	58%
Maori Boys 121 learners	39%	39%	15%
Maori Girls 90 learners	51%	40%	28%
Pasifika Boys 10 learners	22%	34%	14%
Pasifika Girls 11 learners	18%	28%	20%

	NCEA Level One	Literacy Level 1	Numeracy Level 1	NCEA Level 2
NZ European Boys	88.3% (223)	96.9%	95.5%	87.9% (223)
NZ European Girls	92.3% (159)	87.2%	81.0%	94% (145)
Maori Boys	65.1% (126)	91.3%	81.7%	75.8% (66)
Maori Girls	74.1% (91)	77.5%	73.5%	82.1% (51)
Pasifika Boys	88.2% (17)	94.4%	94.4%	41.7% (12)
Pasifika Girls	75% (13)	83.0%	72.2%	100% (10)

Achievement Challenge 1:

Addressing needs for identified priority groups in Literacy Years 1-11

Reading

The overall achievement in reading is 75% of students achieving at or above National Standards. Girls are achieving better (80%) than boys (72%), Maori boys (61%) and Pasifika students (64%). This is also evident in year 9 and 10 data: European boys (44%), Maori boys (22%), Maori girls (29%) and Pasifika students (20%).

We intend to move 214 students (181 Maori boys and 21 Pasifika boys) currently below expected levels to At or Above National Standards in reading by the end of 2018.

We intend to move 318 year 9 students (141 European boys, 84 Maori boys, 76 Maori girls and 17 Pasifika boys) and 135 year 10 students (74 Maori boys, 8 Pasifika boys, 44 Maori girls and 9 Pasifika girls) currently below expected curriculum levels to achieving at or above the expected curriculum levels.

We intend to move 23 Maori girls to ensure a minimum of 85% achievement for level 1 literacy for all groups of learners by the end of 2018.

We have set five targets to tackle this challenge:

1. Current State 2015 Maori Boys years 1-8 At or Above		Intermediate State 2016- 17		Desired State – 2018 Maori boys years 1-8 at or above	
No	%	No	%	No	%
281/462	61	347/462	75	393/462	85
2. Current State 2015 Pasifika Boys years 1-8 At or Above		Intermediate State 2016- 17		Desired State – 2018 Pasifika boys years 1-8 at or above	
No	%	No	%	No	%
43/76	57	56/76	74	65/76	85

3.	Current State 2015 Year 9 students At or Above		Intermediate State 2016-17		Desired State – 2018 Year 9 at or above	
	No	%	No	%	No	%
European Boys	110/251	44	175/251	70	213/251	85
Maori Boys	24/108	22	76/108	70	92/108	85
Maori Girls	31/107	29	75/107	70	91/107	85
Pasifika Boys	3/20	15	10/20	50	17/20	85

4.	Current State 2015 Year 10 students At or Above		Intermediate State 2016-17		Desired State – 2018 Year 10 at or above	
	No	%	No	%	No	%
Maori Boys	47/121	39	85/121	70	103/121	85
Pasifika Boys	2/10	20	7/10	70	9/10	85
Maori Girls	46/90	51	63/90	70	77/90	85
Pasifika Girls	2/11	18	7/11	70	9/11	85

5.	Current State 2015 NCEA Level 1 Literacy		Desired State – 2017 NCEA Level 1 Literacy	
	No	%	No	%
Maori Girls	68/91	75%	77/91	85

In summary, we are targeting the following students in Reading:

Key



(Priority schools and numbers)

1. Maori and Pacifica Year 1-8 Boys

School	Maori Total	Boys	Maori Boys Below (targeted numbers)	Pacifica Total	Boys	Pacifica Boys Below (targeted numbers)
Gate Pa	56		27 (48%)	20		11 (55%)
Greenpark	102		29 (28%)	17		4 (24%)
Oropi	11		2 (18%)	2		1 (50%)
Tauranga Intermediate	180		80 (44%)	30		15 (50%)
Tauranga Primary	39		10 (26%)	3		2 (67%)
Welcome Bay	74		33 (45%)	3		0 (0%)

2. European, Maori and Pacifica Boys Year 9 (Below Stanine 4 in Reading)

School	European Boys Total	European Boys targeted	Maori Boys total	Maori Boys targeted	Pacifica Boys total	Pacifica Boys targeted
Tauranga Boys' College	251	141 (56%)	108	84 (78%)	21	17 (83%)

3. Maori Girls Year 9 & 10 and Year 10 Pasifika Girls

School	Year 9 Maori Girls total	Year 9 Maori girls targeted	Year 10 Maori Girls total	Year 10 Maori Girls Targeted	Year 10 Pasifika Girls Total	Year 10 Pasifika Girls Targeted
Tauranga Girls' College	107	76 (71%)	90	44 (49%)	11	9 (82%)

4. Maori and Pacifica Boys Year 10 (Below Stanine 4 in Reading)

School	Maori Boys total	Maori Boys targeted	Pacifica Boys total	Pacifica Boys targeted
Tauranga Boys' College	121	74 (61%)	10	8 (80%)

5. Maori Girls Level 1 Literacy

School	Maori Girls targeted
Tauranga Girls' College	25% who have not gained NCEA L1 (23/91)

Writing

The overall achievement in writing is 70% at or above National Standards. Girls are achieving better (74%) than boys (65%), Maori students (60%) and Pasifika students (59%). This is also evident in year 9 and 10 data: European boys (38%), Maori boys (20%), Maori girls (35%) and Pasifika students (20%).

We intend to move 564 boys (307 European boys, 219 Maori boys and 38 Pasifika boys) currently below expected levels to At or Above National Standards in writing by the end of 2018.

We intend to move at least 323 year 9 students (148 European boys, 85 Maori boys, 73 Maori girls and 17 Pasifika boys) and 309 year 10 students (201 European boys, 103 Maori boys, 9 Pasifika boys, 65 Maori girls and 9 Pasifika girls) currently below expected curriculum levels to achieving at or above the expected curriculum levels.

We have set five targets to tackle this challenge:

1. Current State 2015 European Boys years 1-8 At or Above		Intermediate State 2016- 17		Desired State – 2018 European boys years 1-8 at or above	
No	%	No	%	No	%
776/1083	72	866/1083	80	920/1083	85
2. Current State 2015 Maori Boys years 1-8 At or Above		Intermediate State 2016		Desired State – 2017 Maori boys years 1-8 at or above	
No	%	No	%	No	%
2 43/462	53	346/462	75	392/462	85
3. Current State 2015 Pasifika Boys years 1-8 At or Above		Intermediate State 2016		Desired State – 2017 Pasifika boys years 1-8 at or above	
No	%	No	%	No	%
37/75	47	52/75	70	64/75	85

4.	Current State 2015 Year 9 students At or Above		Intermediate State 2016		Desired State – 2017 Year 9 at or above	
	No	%	No	%	No	%
European Boys	103/251	41	175/251	70	213/251	85
Maori Boys	23/108	21	76/108	70	92/108	85
Maori Girls	34/107	31	75/107	70	91/107	85

Pasifika Boys	4/21	19	14/21	70	18/21	85
Pasifika Girls	4/11	40	7/11	70	9/11	85

5.	Current State 2015 Year 10 students At or Above		Intermediate State 2016		Desired State – 2017 Year 10 at or above	
	No	%	No	%	No	%
European Boys	86/287	30	200/287	70	244/287	85
Maori Boys	18/121	15	85/121	70	103/121	85
Maori Girls	25/90	28	63/90	70	77/90	85
Pasifika Boys	1/10	10	7/10	70	9/10	85
Pasifika Girls	2/11	20	7/11	70	9/11	85

In summary, we are targeting the following students in Writing:

1. All Year 1-8 Boys

School	Maori Boys Total	Maori Boys Below (targeted numbers)	Pacific Boys Total	Pacific Boys Below (targeted numbers)	European Boys Total	European Boys Below (targeted numbers)
Gate Pa	56	37 (66%)	20	15 (75%)	50	31(62%)
Greenpark	102	20 (20%)	17	2 (13%)	325	56 (17%)
Oropi	11	7 (64%)	2	0	82	7 (9%)
Tauranga Intermediate	180	90 (50%)	30	20 (67%)	391	155 (40%)
Tauranga Primary	39	13 (33%)	3	1 (33%)	180	39 (22%)
Welcome Bay	74	52 (70%)	3	0	155	19 (35%)

2. Boys and Maori Girls Year 9 (Below English NZC L3)

School	European Boys total	European Boys targeted	Maori total	Maori targeted	Pasifika total	Pasifika targeted
Tauranga Boys' College	252	148 (59%)	108	85 (79%)	21	17 (81%)
Tauranga Girls' College	-	-	107	73 (69%)	11	7 (63%)

3. Year 10 Maori, European & Pacifica Boys & Maori and Pasifika Girls
(Below English NZC L4)

School	Y10 Maori total	Y10 Maori targeted	Year 10 Pacifica total	Year 10 Pacifica targeted	Year 10 European Boys total	Year 10 European Boys targeted
Tauranga Boys' College	121	103 (85%)	10	9 (90%)	287	201 (70%)
Tauranga Girls' College	90	65 (72%)	11	9 (80%)	-	-

What are our actions to address the literacy (reading and writing) challenge?

Using the new leadership roles, some of the key actions will be:

- Working with Ngati Ranginui, Ngai te Rangi, Ngati Pukenga to align our Literacy goals and actions with their iwi education strategy to enable Maori students to have success as Maori through the innovative solutions and review of assessment practices that we implement. This will also require a critical analysis of how our actions align with the philosophies and principles of Ka Hikitia, Tātai Ako (cultural competencies for teachers of Maori students), Kia Eke Panuku (Professional Development reform initiative for secondary schools) and the Pasifika Education Plan 2013-17.
- Ensuring Intercultural competencies are fostered across the whole community (leaders, teachers, parent communities and students) so the valuing of cultural practices and perspectives is integrated into school culture and underpins the delivery of our initiatives, strategies and interventions.

Reviewing assessment practices across the Community for Literacy

- Scrutinising, aligning and reviewing assessment methodologies from Year 0-13
- Professional development, reviewing and aligning of, and implementation of sound 'assessment for learning' (formative assessment and student based) assessment practices for all year levels.

- Considering and deciding on specific assessment tools we can use across the community to measure progress and inform next steps in learning for Literacy (eg: PaCT, EasTTle, PAT, Writing Benchmarks)
- Enabling teachers to make use of **assessment for learning** practices in the classroom. This will involve students being able to show progress in articulating where they are at in their own learning and next steps. Ultimately this would link with the type of assessment tools being used and supports the principle of *Learning to Learn*.
- Streamlining communication about student achievement in Literacy, particularly as children move between schools from Years 6-7 and 8-9 to ensure we are communicating the same understandings about areas of strengths and needs for each student in Literacy.

Holistic and innovative solution considerations

- Using play-based learning models through individualised inquiry and project based tasks for Year 1-6 children to foster greater engagement in Literacy.
- Enabling more focus on Project based learning and authentic contexts for learning for Years 7 onward as an evolved form of play-based individualised inquiry to foster skill development and greater engagement in purposeful writing and reading tasks. Part of this can be exploring links for more responsive and relevant course options at Level 3 and Individualised learning Programmes at Level 1&2 (NCEA).
- Connecting early childhood “Learning Story” models of ‘capturing’ children’s learning journey in project based tasks within Year 1-10 as a way of self-assessment, record keeping and tracking of learning (hence also being a formative assessment tool).
- Ensuring second language learning for all students as a tool to increase students’ oral language and communication skills that will transfer to their overall Literacy skill level, giving depth to their Literacy levels of achievement.
- Collectively developing a plan around the use of innovative digital solutions to promote greater engagement in literacy skill development for all students in our community. This will involve sharing and workshops for teachers and students.
- Critically examining and considering the use of specific interventions to raise skill/knowledge levels in literacy such as: Rainbow Reading, Phonics programmes, Spelling Interventions, and digital software tools, Accelerated Learning in Literacy,
- Critically examining and considering the use of specific professional development providers to raise teacher knowledge and skill in classroom Literacy programmes across the community

How we will monitor our progress against these targets:

- Making use of a streamlined “Teaching as Inquiry” model for teachers across the community when investigating student achievement target groups in Literacy (that can be linked to teacher appraisal actions).
- Monitoring and reporting on progress once or twice each term using interventions and specific assessments as tools to measure this. This will involve collecting a range of qualitative and quantitative assessment data.

- Developing oral language and communication skills through the following sorts of initiatives which will link with enriched levels of achievement in Literacy from Year 1-13: Restorative practices, PB4L, Tuakana Teina, RPM Tutoring, Te Whanau a Aronui Homework Centre, Tama Tu and other leadership programmes, Te Ara Poutama (TGC), It will be about bringing our collective knowledge together about these initiatives and continuing the growth path with these practices as a community. Anecdotal evidence will be collected to analyse the effect these have on engagement and we will establish priority focus initiatives from the above for the community to optimise engagement in Literacy.
- Specific interventions currently in place at High Schools to investigate in terms of how these initiatives could benefit and translate for Year 1-8 and be improved as strategies to promote engagement in learning: Attendance, transition and retention programme (ART); Academic Coaching for Year 11&12 and Parent Conferences; Academic Achievement Tutoring for NCEA level 1, 2, & 3; Pasifika Tutor, Maori achievement mentor

Achievement Challenge 2:

Addressing needs for identified priority groups in Numeracy years 1-11

The overall achievement is 73% at or above National Standards. Girls are achieving better (83%) than boys (74%), Maori boys at 53%, Maori girls at 67% and Pasifika students at 51%. At year 10, 39% of Maori boys are achieving at the expected curriculum level.

We have set three targets to tackle this challenge:

1. Current State 2015 Maori Boys years 1-8 At or Above		Intermediate State 2016-17		Desired State – 2018 Maori boys years 1-8 at or above	
No	%	No	%	No	%
264/462	57	323/462	70	392/462	85
2. Current State 2015 Pasifika students years 1-8 At or Above		Intermediate State 2016-17		Desired State – 2018 Pasifika students years 1-8 at or above	
No	%	No	%	No	%
70/138	51	97/138	70	117/138	85

3. Current State 2015 Year 10 Maori boys At or Above expectations		Intermediate State 2016-17		Desired State – 2018 Year 10 at or above	
No	%	No	%	No	%
47/121	39	85/121	70	103/121	85
Current State 2015 Year 10 Maori Girls At or Above expectations		Intermediate State 2016-17		Desired State – 2018 Year 10 at or above	
No	%	No	%	No	%
36/90	40	63/90	70	77/90	85
Current State 2015 Year 10 Pacifica Girls At or Above expectations		Intermediate State 2016-17		Desired State – 2018 Year 10 at or above	
No	%	No	%	No	%
4/11	18	8/11	70	9/11	85

We intend to move 285 students (1217 Maori boys and 68 Pasifika students) currently below expected levels to At or Above National Standards in mathematics by the end of 2018.

We intend to move 74 Year 10 Maori boys, 54 Year 10 Maori girls, and 7 Year 10 Pacifica Girls currently below curriculum expectations to be at the expected level by the end of 2018.

In summary, we are targeting the following students in Mathematics according to schools

1. Maori Boys Year 1-8
2. Pacifica Girls and Boys Year 1-8
3. Maori boys and girls and Pasifika girls in year 10

School	Maori Total	Boys	Maori Boys Below (targeted numbers)	Pacifica Total	ALL	Pacifica Below (targeted numbers)	ALL
Gate Pa	56		23 (41%)	38		21 (55%)	
Greenpark	102		26 (25%)	26		3 (12%)	
Oropi	11		2 (18%)	2		0	
Tauranga Intermediate	180		90 (50%)	53		36 (68%)	
Tauranga Primary	39		15 (38%)	7		3 (43%)	
Welcome Bay	74		42 (57%)	12		5 (42%)	
Tauranga Boys' College	121		74 (61%)	-		-	
Tauranga Girls' College	90 (girls)		54 (60%) (girls)	11		7 (82%)	

*What are our **actions** for achieving our targets?*

Using the new leadership roles, some of the key actions will be:

- Working with Ngati Ranginui, Ngai te Rangi, Ngati Pukenga to align our Numeracy goals and actions with their iwi education strategy to enable Maori students to have success as Maori through the innovative solutions and review of assessment practices that we implement. This will also require a critical analysis of how our actions align with the philosophies and principles of Ka Hikitia, Tataiako (cultural competencies for teachers of Maori students), Kia eke Panuku (Professional Development reform initiative for secondary schools) and the Pasifika Education Plan 2013-17.
- Ensuring Intercultural competencies are fostered across the whole community (leaders, teachers, parent communities and students) so the valuing of cultural practices and perspectives is integrated into school culture and underpins the delivery of our initiatives, strategies and interventions.

Reviewing assessment practices across the Community for Numeracy

- Scrutinising, aligning and reviewing assessment methodologies from Year 0-13

- Professional development, reviewing and aligning of, and implementation of sound ‘assessment for learning’ (formative assessment and student based) assessment practices for all year levels.
- Considering and deciding on specific assessment tools we can use across the community to measure progress and inform next steps in learning for Numeracy (eg: PaCT, EasTTle, PAT, Writing Benchmarks)
- Enabling teachers to make use of **assessment for learning** practices in the classroom. This will involve students being able to show progress in articulating where they are at in their own learning and next steps. Ultimately this would link with the type of assessment tools being used.
- Streamlining communication about student achievement in Numeracy, particularly as children move between schools from Years 6-7 and 8-9 to ensure we are communicating the same understandings about areas of strengths and needs for each student in Literacy.

Holistic and innovative solution considerations

- Using learning models through individualised inquiry and project based tasks for Year 1-6 children to foster greater engagement in Numeracy.
- Enabling more focus on Project based learning and authentic contexts for learning for Years 7 onward as an evolved form of play-based individualised inquiry to foster skill development and greater engagement in purposeful writing and reading tasks. Part of this can be exploring more responsive and relevant course options at Level 3 and Individualised learning Programmes at Level 1&2 (NCEA).
- Connecting early childhood “Learning Story” models of ‘capturing’ children’s learning journey in project based tasks within Year 1-10 as a way of self-assessment, record keeping and tracking of learning (hence also being a formative assessment tool).
- Collectively developing a plan around the use of innovative digital solutions to promote greater engagement in mathematical skill development for all students in our community. This will involve sharing and workshops for teachers and students. Use of programming, design and coding software will be explore as a problem solving mathematical project based learning tool to promote engagement in mathematics
- Accelerated Learning in Mathematics (ALiM programme) and specialist teacher intervention models across the Community
- Exploring project based and problem solving models of learning in Mathematics, applicable for Y1-13 and streamline this across the community, as linked with the ALiM principles

How we will monitor our progress against these targets

- Making use of a streamlined “Teaching as Inquiry” model for teachers across the community when investigating student achievement target groups in Numeracy (that can be linked to teacher appraisal actions).
- Monitoring and reporting on progress once or twice each term using interventions and specific assessments as tools to measure this. This will involve collecting a range of qualitative and quantitative assessment data.

- Specific interventions currently in place at High Schools to investigate in terms of how these initiatives could benefit and translate for Year 1-8 and be improved as strategies to promote engagement in learning: Attendance, transition and retention programme (ART); Academic Coaching for Year 11&12 and Parent Conferences; Academic Achievement Tutoring for NCEA level 1, 2, & 3; Pasifika Tutor, Maori achievement mentor

Achievement Challenge 3:

Addressing the retention of priority students in school education beyond their 16th birthday to raise potential achievement at NCEA L2

Current Situation for the Target Group

Age of students when they left school in 2014

	AGE	15	16	17	18	19+	Total
Maori	Male	7	22	24	28	0	81
Maori	Female	7	18	26	18	0	69
Pacifica	Male	1	3	5	2	2	13
Pacifica	Female	0	2	9	3	0	14

Over a quarter of priority students left school before completing an NCEA L2 qualification (ie exited school before their 17th birthday)

Percentage of School leavers staying until at least their 17th birthday 2012 – 2014

		2012	2013	2014
Maori	Male	64.6	66.2	64.2
Maori	Female	58.7	63.9	63.8
Pacifica	Male	100	76.9	69.2
Pacifica	Female	85.7	75.0	85.7

		2012	2013	2014
NZ European	Male	85.4	84.4	85.0
NZ European	Female	88.8	86.2	87.8

When priority students are retained at school their potential for success at NCEA L2 is far greater

Current Achievement for the Target Group

NCEA Results 2014 (Shown as a percentage of those students retained until their 17th birthday)

		Level 1	Level 2
Maori	Male	65.1	75.8
Maori	Female	74.1	82.1
Pacifica	Male	88.2	41.7
Pacifica	Female	75	100
NZ European	Male	88.3	87.9
NZ European	Female	92.3	94

Target for this Achievement Challenge

We intend:

1. To increase the retention rates to 85% for Maori and Pasifika students to at least their 17th birthday in order to increase their potential for success at NCEA L2 by 2017. Numerically this becomes:

30 Maori Boys	28 Maori Girls	5 Pacifica Boys	2 Pacifica Girls
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Our Actions for achieving this target will be:

- The development and implementation of Culturally Responsive and Relational Pedagogy - Kia Eke Panuku.

- Continue to explore and implement practices/strategies that continue to affirm, uphold and enhance Māori success as Māori - Identity, Culture and Te Reo. Examples of these include Tama Tū Leadership Programme, Footsteps of 28th Māori Battalion, Mau Rākau Rite of Passage, Tū Rangatira Awards
- Delivery of early and effective intervention programmes that accelerate the learning of learners at risk - particularly focussed on literacy and numeracy. This needs to be in place at transition points and must involve full parental support and engagement.
- Achievement support programmes available at Year 11, 12 to assist those learners who are 'at risk'. This can take the form of NCEA catch up, further learning, new learning and new courses.
- Designated roles of responsibility to lead and support students who are 'at risk' - Academic Achievement Support Tutor/Pasifika Tutor/Māori Achievement Mentor.
- Implementation of Academic Coaching at all levels - Year 9 to Year 13. This will involve goal setting, mentoring, coaching, parental engagement, pastoral guidance, and career/pathway support and planning.
- The implementation of a relevant, responsive and engaging curriculum that connects, aligns and delivers on learner, whanau, iwi and community aspirations, and the needs of Tertiary and Vocational Pathway Industries/sectors.
- Continue with the delivery and implementation of PB4L initiatives and strategies.
- Re-model or reframe the traditional view of attending school and classrooms to learn, by leveraging technology as an 'agent of change', engagement, learning, and achievement.

How we will monitor our progress against these targets:

- Student voice gathering
- The development and use of accurate data tracking systems and processes to identify and highlight student learning, progress and achievement (ART Programme and Traffic Light tracking).

Achievement Challenge 4:

Engagement and support of students with additional learning needs

This is about catering for students who have an identified challenge affecting their learning that has been formally recognised as having a negative impact on their capacity to meet achievement expectations as they relate to National Standards and NCEA.

As a community, it will be important to focus on the following classifications of students as part of this Achievement Challenge:

- Students who are achieving two years or more below their chronological age as part of this Achievement Challenge
- Students who are ORRS verified

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 can accompany these learners.

As a community, we need to collectively work on ways to provide provision of extra assistance, adapted programmes or learning environments, and/or specialised equipment or materials to support students with accessing the curriculum in a range of settings. In establishing who and where these groups of students are in our community, we need to have a transition and learning plan for these students, making use of the inclusive practice tool for 2016 and national standards from 2017.

Of concern is the level of oral language for many students with additional learning needs, particularly boys at school entry (Year 1 students). This is reflected in the percentage of boys who do not meet the National Standards in writing overall compared to girls.

Actions to address the Achievement Challenge:

2016

- Schools will explore and use the Inclusive Practice Tool to gather CoL wide data to establish the baseline picture of practice and to engage in dialogue with their students and community in order to support this diverse range of learners, particularly during the critical transition stages.
- The CoL will develop a draft action plan from the collaborative analysis of this information.

2017

- Individual learning plans will include identify National Standards targets for the students who have the potential to achieve above New Zealand Curriculum Level 1 and link ways Primary - Intermediate - Secondary schools in the community can be collectively providing opportunities for these students, which will have a positive effect on transitions also.
- Intensive oral language support for boys in particular at school entry using Speech Language Therapists and Early Childhood assessment initiatives to help schools have interventions in place for identified children from Day 1 at school. This will also involve working closely with EC services.

2017-2018

- Individual Learning Plans will be developed through collaborative action between the CoL, the RTLB service and other agencies as deemed necessary.
- The Tauranga Peninsula CoL Leaders will work collaboratively with MoE SE Management and RTLB Management to identify all the resources coming into the CoL designed to support students with additional needs. The CoL will work with these agencies and other appropriate agencies to ensure a more effective use of the identified resource to raise achievement of students in the CoL with additional learning needs.

How will we monitor progress?

School name	Number of learners with additional learning needs	Year levels of students with additional learning needs	Gender of students with additional learning needs as a percentage	Ethnicity of students with additional learning needs as a percentage
Greenpark School (4% of school roll)	Total: 30 <u>Tier 1: 6</u> ORRS <u>Tier 2: 24</u> (two years below chronological age)	Year 1-6	Male 67% Female 34%	NZ European 60% NZ Maori 20% Pacifica (x1) 3% Asian 17%
Tauranga Primary School	Total: <u>Tier 1: 3</u> ORRS <u>Tier 2: 10</u> (two years below chronological age)	Year 1-6	Male 80% Female 20%	NZ European 50% NZ Maori 20% Pacifica 10% Asian 20%
Gate Pa School (11% of school roll)	Total: Tier 1: 1 ORRS Tier 2: 24 (two years below chronological age)	Year 1-6	Male 75% Female 25%	NZ European 20% NZ Maori 45% Pacifica 25% Asian 10%
Oropi School (2.5% of school roll)	Total: Tier 1: 0 ORRS Tier 2: 5 (two years below chronological age)	Year 1-8	Male 40% Female 60%	NZ European 80% NZ Maori 20% Pacifica 0% Asian 0%
Welcome Bay School (21% of school roll)	Total: 65 Tier 1: 1 ORRS Tier 2: 64 (two years below chronological age)	Year 1-6	Male 55% Female 45%	NZ European 28% NZ Maori 70% Pacifica - Asian 2%

School name	Number of learners with additional learning needs	Year levels of students with additional learning needs	Gender of students with additional learning needs as a percentage	Ethnicity of students with additional learning needs as a percentage
Tauranga Intermediate School 13 % (see comment).	Total: Tier 1: 5 ORRS Tier 2: 61 (two years below chronological age)	Year 8 (Y7 not included due to current time of year and formal data currently available but will be used and available once we work on strategy)	Male 58% Female 42%	NZ European 31% NZ Maori 54% Pacifica 8% Asian 2% Other 5%
Tauranga Girls' College	Total: 58 Tier 1: 4 ORRS Tier 2: 54 (two years below chronological age)	Year 9-13	Female 100%	NZ European 34% NZ Maori 47% Pacifica 13% Asian 8%
Tauranga Boys' College	Total: Tier 1: 12 ORRS Tier 2: 98 (two years below chronological age)	Year 9-13	Male 100%	NZ European 45% NZ Maori 34% Pacifica 15% Asian 6%

Notes:

1. Greenpark School

The figures entered represent **4%** of the school roll. If including a third Tier, we would have a total of **11%** of the school roll on our Special Needs register who have been identified as needing learning support.

2. Tauranga Primary School

The figures entered represent **2%** of the school roll. If including a third Tier, we would have a total of **15%** of the school roll on our Special Needs register who have been identified as needing learning support.

3. Gate Pa Primary School

The figures entered represent **11%** of the school roll. If including a third Tier, we would have a total of **38%** of the school roll on our Special Needs register who have been identified as needing learning support.

4. Oropi School

The figures entered represent **2.5%** of the school roll. If including a third Tier, we would have a total of **24%** of the school roll on our Special Needs register who have been identified as needing learning support.

5. Welcome Bay

The figures entered represent **21%** of the school roll. If including a third Tier, we would have a total of **29%** of the school roll on our Special Needs register who have been identified as needing learning support.

6. Tauranga Intermediate

The figures entered represent **13%** of the Year 8 school roll. If including a third Tier, we would have a total of ___% (*unsure at this stage of the year due to current data available*) of the school roll on our Special Needs register who have been identified as needing learning support.

7. Tauranga Girls' College

The figures entered represent **4%** of the school roll. If including a third Tier, we would have a total of **8%** of the school roll on our Special Needs register who have been identified as needing learning support.

8. Tauranga Boys' College

The figures entered represent **5.3%** of the school roll. If including a third Tier, we would have a total of 342 **18.3%** of the school roll on our Special Needs register who have been identified as needing learning support. This number actually includes boys at Year 11 (119), Year 12 (45), and Year 13 (68) who are at risk of not achieving NCEA.

Regular CoL wide review points will be identified to check on progress, recommend modifications and report to the CoL on progress towards meeting desired outcomes.

The Tauranga Peninsula Community of Learning will meet as a community once each term to monitor progress against the action plans. This will require milestone and progress reports to be furnished and submitted to Principals and Board of Trustees to keep them informed.

Each Achievement Challenge will have a change team made up of 'experts' from within the Community of Learning. The change team will be responsible for establishing action plans detailing tasks, steps and initiatives that will deliver on targets set for the Achievement Challenges. Each change team will report once each term detailing progress being made against the action plans.