

**MARLBOROUGH SOUNDS COMMUNITY OF SCHOOLS  
2015 – 2017**

**Achievement Challenges**

- **RAISING STUDENT ACHIEVEMENT - Writing – Primary – Boys and Maori Students**
  1. Boys' writing from 64.44% (125/194) in 2014 to 86% (166/194) in 2017
  2. Māori students' writing from 58.93% (66/112) in 2014 to 86% (96/112) by 2017
- **RAISING STUDENT ACHIEVEMENT - Maths – Primary – Boys, Girls and Maori Students**
  1. Boys' math from 61.86% (120/194) in 2014 to 86% (167/194) by 2017
  2. Girls' math from 58.63% (102/174) in 2014 to 86% (150/174) in 2017
  3. Māori students' math from 51.79% (58/112) in 2014 to 86% (96/112) by 2017
- **RAISING STUDENT ACHIEVEMENT - Maths – Secondary – Girls reaching their potential**
  1. Year 9 and 10 girls from 22% (4/18) in 2014 to 50% (14/28) by 2017
  2. Year 11 and 12 girls' endorsements from 8% (1/12) to 40% (5/12) by 2017
- **RAISING STUDENT ACHIEVEMENT - Leavers - Secondary - Leavers have attained Level 2**
  1. All leavers to have attained 85% in 2017.
  2. 85% for Māori students attained Level 2

**Wellbeing Hao**

**Retaining students at school to enable them to achieve NCEA Level 2 as a minimum qualification is key to their lifelong choices and opportunities.**

**Work will be done to address these issues and strengthen what is already working including:**

- Gathering further data through the NZCER Wellbeing Tool. This will provide student and parent family whanau voice.
- Engaging with our communities especially Iwi and Pasifika, and other cultural groups addressing engagement, attendance and retention.
- Working with agencies and The Children's Team supporting transitions.
- Building on the current inclusive practices.
- Improve the retention rates
- Investigate the transient rates

**MARLBOROUGH SOUNDS COMMUNITY OF SCHOOLS CHALLENGE  
2015 – 2017**

**SCHOOLS**

Waitaria Bay School, St Joseph's Picton School, Waikawa Bay School, Queen Charlotte College

**ACHIEVEMENT CHALLENGES**

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**DATA**

| <b>Challenge – RAISING STUDENT ACHIEVEMENT - Writing – Primary – Boys and Maori Students</b>                |                            |                         |                         |                         |
|---|----------------------------|-------------------------|-------------------------|-------------------------|
| <b>Writing</b>  | <b>2014</b>                | <b>2015</b>             | <b>2016</b>             | <b>2017</b>             |
| <b>Boys</b>   | <b>64.44%</b><br>(125/194) | <b>70%</b><br>(136/194) | <b>78%</b><br>(151/194) | <b>86%</b><br>(166/194) |
| <b>Māori</b>  | <b>58.93%</b><br>(66/112)  | <b>68%</b><br>(76/112)  | <b>76%</b><br>(87/112)  | <b>86%</b><br>(96/112)  |
| <b>Challenge – RAISING STUDENT ACHIEVEMENT - Numeracy – Primary – Boys, Girls and Maori Students</b>        |                            |                         |                         |                         |
| <b>Maths</b>  | <b>2014</b>                | <b>2015</b>             | <b>2016</b>             | <b>2017</b>             |
| <b>Boys</b>   | <b>61.86%</b><br>(120/194) | <b>70%</b><br>(136/194) | <b>80%</b><br>(155/195) | <b>86%</b><br>(167/194) |
| <b>Girls</b>  | <b>58.63%</b><br>(102/174) | <b>68%</b><br>(118/174) | <b>78%</b><br>(136/174) | <b>86%</b><br>(150/174) |
| <b>Māori</b>  | <b>51.79%</b><br>(58/112)  | <b>63%</b><br>(71/112)  | <b>75%</b><br>(84/112)  | <b>86%</b><br>(96/112)  |
| <b>Challenge – RAISING STUDENT ACHIEVEMENT - Maths – Secondary – Girls reaching their potential</b>         |                            |                         |                         |                         |
| <b>Writing</b>  | <b>2014</b>                | <b>2015</b>             | <b>2016</b>             | <b>2017</b>             |
| <b>Girls<br/>Year 9 &amp; 10 ABOVE</b>  | <b>22%</b><br>(4/18)       | <b>25%</b><br>(7/26)    | <b>30%</b><br>(7/21)    | <b>35%</b><br>(9/28)    |
| <b>Girls<br/>Year 12 &amp; 13<br/>ENDORSEMENT</b>   | <b>8%</b><br>(1 out of 12) | <b>16%</b><br>(2/12)    | <b>32%</b><br>(4/12)    | <b>40%</b><br>(5/12)    |
| <b>Challenge – RAISING STUDENT ACHIEVEMENT - School Leavers - Secondary - Leavers have attained Level 2</b> |                            |                         |                         |                         |
| <b>School Leavers</b>   | <b>2014</b>                | <b>2015</b>             | <b>2016</b>             | <b>2017</b>             |
| <b>Leavers have attained<br/>Level 2</b>  | <b>72%</b><br>(48)         | <b>80%</b>              | <b>83%</b>              | <b>85%</b>              |
| <b>Maori Leavers have<br/>attained Level 2</b>  | <b>72%</b><br>(48)         | <b>80%</b>              | <b>83%</b>              | <b>85%</b>              |

## ACTIONS

|                             |                |                 |                                       |
|-----------------------------|----------------|-----------------|---------------------------------------|
| <b>Challenges 1 &amp; 2</b> | <b>Primary</b> | <b>Writing</b>  | <b>Boys and Maori Students</b>        |
|                             |                | <b>Numeracy</b> | <b>Boys, Girls and Maori Students</b> |

| <b>Actions to Meet the Outcome</b>   | <b>What We Will See Happening Differently?</b>   |
|--|--|
| <p><b>Analyse data across schools</b><br/> <i>Look at data within and across sectors including early childhood and tertiary eg.</i></p> <ul style="list-style-type: none"> <li>● Establish a shared understanding of a baseline standard</li> <li>● Share how data is analysed</li> </ul> <p><b>Share current learning practices</b><br/> <i>Look at developing a community of practice using research and evidence to inform teaching and learning practices to support students reaching their full potential eg.</i></p> <ul style="list-style-type: none"> <li>● Share effective teaching and learning practices that support literacy and numeracy progressions</li> <li>● Share effective professional development practices e.g. instructional rounds / triples, PACT</li> </ul> <p><b>Developing leadership capability</b><br/> <i>Look at strengthening leadership within and across all sectors in order to enhance students achievement eg.</i></p> <ul style="list-style-type: none"> <li>● Coach and mentor staff to implement learning practices</li> <li>● Develop evaluative capability e.g. self-review</li> </ul> <p><b>Research</b><br/> <i>Research into girls' achievement and engagement in Maths and Science eg.</i></p> <ul style="list-style-type: none"> <li>● Share findings</li> <li>● Incorporate into action plan</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing work with early childhood and tertiary to strengthen our common understanding of standards and transition needs</li> <li>• Ongoing cross sector and inter-agency collaboration to strengthen common understandings and 'best practice'</li> <li>• Common standards and assessment practices used by all teachers within schools, primary and secondary sectors, in the Marlborough Sounds Community of Schools</li> <li>• Moderation teams (within sectors and across sectors)</li> <li>• Improvement in literacy and numeracy results</li> </ul> |

|                    |                  |              |                                       |
|--------------------|------------------|--------------|---------------------------------------|
| <b>Challenge 3</b> | <b>Secondary</b> | <b>Maths</b> | <b>Girls reaching their potential</b> |
|--------------------|------------------|--------------|---------------------------------------|

| <b>Actions to meet the outcome</b>   | <b>What We Will See Happening Differently?</b>  |
|--|---|
| <p><b>Investigate and unpack the relevant research</b><br/> <i>Look at effective strategies, including motivational, for students, teachers to know how and understand in order that they achieve their full potential. eg</i></p> <ul style="list-style-type: none"> <li>• Access professional development for staff Carol Dweck – Growth Mindset</li> <li>• Where/why are we ‘losing’ the girls interest in maths?</li> <li>• Research into girls’ achievement and engagement</li> </ul> | <ul style="list-style-type: none"> <li>• Girls reaching their individual potential</li> <li>• Ongoing cross sector and inter-agency collaboration to strengthen common understandings and ‘best practice’</li> <li>• Improvement in results</li> <li>• Better understanding at girls being engaged and achieving their potential</li> </ul> |

|                    |                  |                       |                                      |
|--------------------|------------------|-----------------------|--------------------------------------|
| <b>Challenge 4</b> | <b>Secondary</b> | <b>School Leavers</b> | <b>Leavers have attained Level 2</b> |
|--------------------|------------------|-----------------------|--------------------------------------|

| <b>Actions to meet the outcome</b>  | <b>What We Will See Happening Differently?</b>  |
|---|---|
| <p><b>Investigate and unpack the relevant research</b><br/> <i>Look at why students are leaving without Level 2 eg</i></p> <ul style="list-style-type: none"> <li>• Track students at risk from an early age</li> <li>• Students at risk supported by relevant programmes</li> </ul> <p><b>Explore and investigate how best to engage with our Māori and Pasifika Communities</b><br/> <i>Look at working with the communities in order to develop an understanding as to how teaching and learning for their children can better reflect their cultural learning practices eg</i></p> <ul style="list-style-type: none"> <li>• Combined hui</li> </ul> <p><b>Explore and investigate the resources within the local community</b><br/> <i>Look at what resources in the local community, other than educational, can support students who are underachieving</i></p> | <ul style="list-style-type: none"> <li>• 85% of students reaching level two before leaving school</li> <li>• Collaborative data</li> <li>• Individual Learning Plans for those at risk of not achieving</li> <li>• Retention of students in education</li> <li>• Students accessing a wider range of opportunities</li> </ul> |

## THE WELLBEING HAO

*Underpinning the Challenges is the recognition that the wellbeing of students is essential. A happy, healthy present child is in a good place to learn.*

| Actions to meet the outcome   | What We Will See Happening Differently?  |
|---|--|
| <p><b>Investigate and unpack the relevant research</b><br/>           Look at the indicators and strategies for students, teachers - know, understand and use effective indicators and strategies to improve the wellbeing of students that enables all students to achieve to their potential eg.<br/>           • Wellbeing tool: <a href="http://www.nzcer.org.nz/tests/wellbeingschool">http://www.nzcer.org.nz/tests/wellbeingschool</a></p> <p><b>Analyse data across schools</b><br/>           Look at attendance, transients, stand downs, suspensions, pastoral care, learning, retention, CAHMs Southern Regional Health eg.<br/>           • Establishing baseline data across the community<br/>           • Share how data is analysed<br/>           • Establish a common methodology<br/>           • Explore how best to use local resources (Iwi, RTLB, Children's team)</p> <p><b>Develop a common set of agreed understandings of key indicators to identify and support 'at risk' students</b><br/>           Look at moderate and high learning needs, low income eg.<br/>           • Establish Picton schools / agency practice for school transitioning students; working with newly enrolled transient students, behaviour<br/>           • A set transition package/process in order to share data as students</p> <p><b>Share practices as to how we engage with our communities</b><br/>           Look at whanau, families, pasifika, eg.<br/>           • Which strategies work and don't work - why? why not?<br/>           • What opportunities can we provide to share as a community?</p> | <ul style="list-style-type: none"> <li>• Children reaching their individual potential</li> <li>• Ongoing cross sector and inter-agency collaboration to strengthen</li> <li>• common understandings and 'best practice'</li> <li>• Improvement in wellbeing indicators</li> <li>• Improvement in attendance data</li> <li>• Improvement in retention data</li> <li>• Schools working collaboratively to support families, whanau e.g. individually and through parent education</li> <li>• Increased engagement by parents in the life of the schools</li> </ul> |
| <p><b>What opportunities can we provide to share as a community?</b></p>  |  |
| <ul style="list-style-type: none"> <li>• Share, inform and seek feedback from the Maori community</li> <li>• Work with agencies and The Children's Team supporting transitions.</li> <li>• Build on inclusive practices</li> <li>• Reduce levels of stand downs and suspensions</li> <li>• Increase retention rate of students staying at school</li> </ul>   |  |

## SUPPORTING INFORMATION

### Background

Marlborough Sounds Community of Schools is made up of 5 schools that feed into and includes:

|                                 |  |
|---------------------------------|--|
| <i>Queen Charlotte College</i>  | <i>[366 students. 220 male 146 female. 114(31%) Maōri, and 5(1.4%) Pasifika]</i> |
| <i>Picton School</i>            | <i>[144 students. 78male 66 female. 48(33%) Maōri, and 2(1.4%) Pasifika]</i>     |
| <i>Waitaria Bay School</i>      | <i>[11 students. 9 male 2 female. 1(9.1%) Maōri, and 0 Pasifika]</i>             |
| <i>Waikawa Bay School</i>       | <i>[133 students. 67 male 66 female. 42(31.6%) Maōri, and 0 Pasifika]</i>        |
| <i>St Josephs Picton School</i> | <i>[16 students. 5 male 11 female. 4(25%) Maōri, and 0 Pasifika]</i>             |

The majority of the students go through to QCC for their secondary schooling.

The Marlborough Sounds CoS is part of the Marlborough Sounds Principals Association (primary and secondary), which has worked together on a variety of teaching and learning projects, over a long period of time, to raise student's achievement. Consequently there is an intention to collaborate with the Blenheim 2BCoS and Kaikoura CoS.

### Process for Engagement

The Marlborough Sounds CoS Principals have met regularly to develop this proposal. They shared 2014 data and information to develop the targets. Principals agreed to take individual responsibility for sharing the information with their own Boards and staff about this proposal.

### Next steps include:

- Meeting with teachers
- Meeting with the community

## WELLBEING HAO

The Marlborough Sounds CoS has identified that while the majority of students who remain at school achieve NCEA Level 2, that the majority of those students who leave at/before the age of 16 leave without NCEA Level 2.

Secondary leavers data shows that the majority of these students are leaving to go into unskilled employment. Some leavers go to community college or NMIT (i.e. level 1-3 courses). It must be recognised that both Community College and NMIT offer free courses to under 18 year olds and offer different programmes than those available at the Colleges i.e. they offer a greater range of vocational courses. As census data indicates Marlborough Sounds has a lower than national rate of unemployment.

There is no significant differences in the 2014 data re ethnicity of students leaving without level 2

Retaining students at school to enable them to achieve NCEA Level 2 as a minimum qualification is key to their lifelong choices and opportunities.

Work will be done to address these issues and strengthen what is already working including:

- Gathering further data through the NZCER Wellbeing Tool. This will provide student and parent family whanau voice.
- Engaging with our communities especially Iwi and Pasifika, and other cultural groups addressing engagement, attendance and retention.
- Working with agencies and The Children's Team supporting transitions.
- Building on the current inclusive practices.
- Improve the retention rates
- Investigate the transient rates

This work will provide the foundation upon which the Marlborough Sounds CoS can build and address the achievement challenges it has identified.



## WHAT HAVE SCHOOLS IN THE MARLBOROUGH SOUNDS CoS ACHIEVED TO DATE

The schools have been involved in a number of professional development and initiatives to address the above challenges. These have included:

|                               |   |
|-------------------------------|---|
| <b>Literacy:</b>              | ALL - Accelerated Literacy Learning, Reading Together, Sheena Cameron / Louise Dempsey Workshop<br>PACT   |
| <b>Maths:</b>                 | Numeracy, ALIM - Accelerated Learning in Maths, PACT  |
| <b>Science:</b>               | MOE Contract PD   |
| <b>Health and Well-being:</b> | Incredible Years Teacher, Modern Learning Practices - Early Work across the CoS   |
| <b>Youth Guarantees:</b>      | TOTSA – Award winning programme. Developed links with employers that the CoS will build on.<br>STAR, Gateway, Trades Academy, Local Industry Programmes |
| <b>Boys Education</b>         | Joseph Drissen  |
| <b>Gifted and Talented</b>    | Combined professional development and identification of students  |
| <b>Kahikitia / Tataiako</b>   | Staff / Board Development   |
| <b>Kia Eke Panuku</b>         | Culturally responsive and relational pedagogy focusing on raising Maori achievement in the secondary setting  |

## PROVISION OF MĀORI MEDIUM EDUCATION

- All schools integrate Te Reo and Tikanga within their class programme
- Queen Charlotte College offers:
  - Te Reo Year 7-13
  - Te Waharoa Māori Performing Arts
  - Kapa Haka
  - Through TOSTA Manaaki Tāpoi - a block course focusing on Māori tourism

All schools currently analyse their data and base their annual targets, strategic and annual plans on this data. This is an area the Marlborough Sounds CoS will work to strengthen further– using the knowledge and skills of individuals to build across all schools.

## STRENGTHS OF THE MARLBOROUGH SOUNDS CoS

### **ECE participation**

Overall the participation rate for the Marlborough Sounds CoS is high and there is an expectation that the BPS of 95% participation in 2014 will be maintained. The data (see appendix Data Charts for Marlborough Sounds CoS) shows the rates as: 95.7% overall, 100% Maori.

The Marlborough Sounds CoS is confident that the start of the pathway for its children has a strong foundation. One area that will need further analysis by the Marlborough Sounds CoS when it starts will be ways to support the Maori medium.

### **Tertiary**

There are strong links with tertiary institutions through

- The TOSTA programmes with NMIT and Whenuiti
- A range of institutions through STAR and Gateway programmes
- Ongoing discussions with NMIT re future consultation opportunities
- Liaison personnel representing Tertiary institutions visiting the Colleges on an annual basis to meet with students. The Careers Evening offered annually.

There is also a strong link with the local business community who provide vocational pathway programmes for QCC

The Marlborough Sounds CoS is aware of the need to address in the action plan the below average rate of students going on to Level 4+ qualifications.

Modern Learning Practice – A number of the schools have worked on MLP and 21<sup>st</sup> century learning and this is a working vision for the Marlborough Sounds CoS

The secondary schools have engaged in discussions with NMIT and employers. This has resulted in the success of the TOTSA Academy and other partnerships. Building on this further will be an area the Marlborough Sounds CoS will develop to extend the pathway and raise the numbers of students attaining NCEA L2 and tertiary qualifications.

The Marlborough Sounds CoS has identified that transitions are an area they will explore further and look to strengthen. The traditional ones are ECE to primary, primary to secondary, secondary to tertiary/employment.

The data suggests the priorities are to investigate first and strengthen the following transitions:

- Into school at 5
- Year 6 to 7
- Year 12/13 to tertiary and employment

As a CoS we will work in collaboration with the Blenheim and Kaikoura CoSs to strengthen student pathways across the Marlborough Sounds community.

The Marlborough Sounds CoS will report biannually and review its targets annually.