Puketeraki

Rangiora Community of Learning

Our learners, our community, our future
Puketeraki

This is the name of the range of mountains from Oxford to the Hurunui representing a link/pathway for all the schools within the Community of Learning.
WHY Vision:
Our Learners, "Life-long learners - that contribute positively to their society."

Trust, Integrity, Respect, Equity

WHAT
Challenges
Innovative Learning Pedagogy
ECF - Primary - High School
Formation
Engagement
Community

WHO
relationships
Target Setting
Science, Technology, Literacy and Mathematics
Achievement Targets

HOW
Rights to be
Together
Working
Commitment

Transition

Innovative Learning Pedagogy
ECF - Primary - High School
Formation
Engagement
Community

Puketereki

Outcomes for communities, our future.
Running community of learners.
People who -
Collaborate, Create and Communicate

**COMMUNICATE**
Educators who...
Learners who...

- Confident speakers & active listeners
- Share/consult with all stakeholders
- Open, honest and transparent
- Embrace new technologies

**COLLABORATE**
Educators who...
Learners who...

- Share ownership for student wellbeing and achievement
- Focus on transitions and pathways in learning
- Share best practice to support priority learners

**CREATE**
Educators who...
Learners who...

- Use innovative learning pedagogy:
  - They question
  - They inquire
  - They explore
  - They reflect
  - They take action

- Are modern learners:
  - They think
  - They solve problems
  - They create
  - They are resilient
  - They show persistence
OUR VISION

Our vision is to create a community of learning in the heart of the wider Rangiora District where learning is engaging, relevant and responsive to the needs of all students.

We will strive to produce life long learners who participate and contribute positively.

Our students will be… taught to Collaborate, Communicate and Create.

We will do this by building highly effective working relationships between our teachers, our students, our parents and our communities. We will ensure that all students have their learning needs met.

We will enable students, parents and whānau to develop educational pathways to success.

We aim to:
1) Build a new community of learning
2) Raise the achievement levels for all learners in the community
3) Improve the outcomes for at-risk and priority learners
4) Develop teacher/educator capacity across the learning community
5) Improve educational pathways
1) OUR COMMUNITY

The Puketeraki - Rangiora Community of Learning is set in the heart of North Canterbury. There are sixteen primary schools and one high school in our community, with a population totaling approximately 5,500 pupils. The student population is predominantly Pakeha/European.

According to the 2014 Education Counts data: 
- 88% of children identified as Pakeha /European, 9% Māori, 1% Pasifika, 1% Asian and 1% other.

There is a long history of cooperation between North Canterbury/Hurunui Principals. We have a solid foundation of trust on which to base this community. Schools have worked together on a range of initiatives over the years including:
- ICT Clusters
- Incredible Years
- Cultural Responsiveness
- Transition to High School

All schools in the community have been actively involved in a Learning Community Cluster (LCC), set up in 2012 as a post-earthquake restructure in the Greater Christchurch Education environment. Over the last four years these LCCs have developed very close working partnerships and identified common learning needs. We believe there is a great deal of commonality in the learning needs of all our schools.

Puketeraki will actively pursue future links with early childhood education.

2) COLLABORATION AND CONSULTATION

Members of Puketeraki include a strong network of passionate and motivated leaders and learners. We are consultative and strongly motivated to provide high quality learning environments. We welcome the potential the “Community of Learning” (CoL) offers to build on these. We see potential for greater school-school collaboration, a reduction in competition, an end to isolated silos of learning and clearer pathways for all learners. We see increased potential for learner-focused collaboration including educator development and career progression.

We acknowledge the following as the cornerstones of our collaborative learning community.

Trust, Integrity, Respect, Equity.

The recent government census showed the Waimakariri District is one of the fastest growing in the South Island. This is reflected in most of the schools demonstrating significant roll growth across our educational community. Historically the area has provided a balance between a rural schooling network (with thirteen small to medium size primary schools) and the urban township of Rangiora (with three larger schools and one very big High School).

Our schools are more alike than not and there are already strong relationships across the network of schools and centres.

Many of the schools have a long history, with three schools celebrating their 150th Jubilee in 2014 (Ashley, Fernside and Leithfield). Rangiora High School was established in 1884.

There are 24 kindergartens and Early Childhood Centres (ECC) in our approximate area of CoL. Participation in early childhood education is high at 98% in 2014 and 2015. The vast majority of the Year 1 students in our community come from these ECCs.

This new community brings together members from 5 separate LCCs and the strong existing communication networks from these has been utilised to develop the foundations of the CoL, ensuring that all schools and centres are active participants in the development process. The great work already done within these LCCs provides an excellent starting position for our CoL.

We believe that our community is well placed to build on the previous successes of collaboration to drive improved student outcomes.

3) OUR APPROACH

Puketeraki’s approach is to build teachers’ individual and collective capacity to attend to the needs of every student. This approach is based on our community sharing the educational processes that are currently working well, valuing ‘the best of what is’, engaging in dialogue about ‘what should be’, and envisioning processes that will work well going forward, ‘what will be’, across the community.

We will achieve this by strengthening practice in the following areas through collaborative inquiry:

- Culturally responsive pedagogies including strengthening the bicultural confidence and competence of staff and students and community
- Teacher practice in reading, writing and maths
- Literacy teaching across the curriculum
- Implementation of effective transition systems and practices to support student success as they move from ECE to Primary and Primary to Secondary
- The use of systems and practices to support retention and engagement in years 11 and 12, with a particular focus on the retention and engagement and achievement of Māori boys.

Boards of Trustees will show their commitment and support by including links to the CoL’s vision statement and achievement goals in their own school charters.
4) DIMENSIONS OF QUALITY TEACHING

We endorse:

- A focus on valued **student outcomes**
- The use of knowledge, **evidence and inquiry** to improve teaching
- The use of **smart tools**
- The focus on providing **sufficient and effective opportunities** for all to learn
- A caring and **collaborative** learning community, including diverse learners
- Educationally powerful **connections** to learners' knowledge and history
- The use of **scaffolded learning** and appropriate feedback on learning
- Being responsive to students' learning, identity and well-being
- The promotion and use of thoughtful learning strategies – student self-regulation
- The use of **assessment** for learning

5) RANGIORA COMMUNITY OF LEARNING APPOINTMENT SYSTEMS

Leadership Role: Panel to endorse our leader of the project:

________________ (__________ School Principal)
________________ (__________ School Principal)
________________ (__________ School Principal)
________________ (Board of Trustees member)
________________ (External Consultant)

 Teachers (across community) role (six in total): An appointment panel will be established for the ‘Across Schools Appointments’. Job descriptions will be available for interested applicants. These will be tailored around our vision, our approach and our achievement challenges.

The six positions will be advertised as fixed term positions for the period February 2017 to December 2018, and will be advertised across our schools internally.

Applicants will require their Principal’s and Board’s support because they will be out of their school for the equivalent of two days (.4) per week. These positions are not pro-rata appointments. The most suitable candidates will be appointed to these roles.

Teachers (within the school) roles (34 in total):

These roles will be up to individual schools to appoint, dependent on the number of FTTEs in each school, and the ability of these teachers to work directly with the teachers across community appointments. Teachers in these roles will have two hours per week release time

6) RANGIORA COMMUNITY OF LEARNING

Rights and Responsibilities

**CODE OF CONDUCT**

- All participants will acknowledge and demonstrate the four cornerstones of: **Trust, Integrity, Respect and Equity.**
- All participants will be respectful of each other’s views and opinions.
- All participants will undertake to contribute in an informed, honest and critical manner to community discussions.
- All participants will be open to new learning.
- All participants will treat shared information in a professional manner.
- All participants have a right to be heard, informed and consulted.
- All participants have a responsibility to participate, listen and share any work of the CoL.

In case of a dispute or breakdown in communication, issues will be referred to the leaders of the programme. Where the leaders are involved or are unable to resolve differences three other members of the principals’ group will meet to process a way forward.

- All positions of service for the community agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the CoL.
- Decisions will be made by group consultation, collaboration and general consensus.

To ensure there is consistent and regular flow of communication, if the Principal cannot attend meetings then a delegated representative will be appointed. This representative will have full authority to make decisions related to the CoL on the school’s behalf.

- The information provided can only be used for the purpose that it has been collected for, and can only be used for another purpose with the permission of the school(s) that provided the information.
- Participants in the CoL acknowledge and value Iwi-Māori as partners. The CoL Vision and Aims are underpinned by the Treaty of Waitangi.
There are three key themes to our approach to accelerating the achievement of our priority students:

- Culturally responsive pedagogies
- Collaborative Inquiry – Reading/Writing/Mathematics/NCEA L2, L3, Boys & Māori retention
- Effective transition between schools.

While the overall intention of the community is to improve the student outcomes for all learners, a particular focus in Puketeraki will be on the progress and retention of boys and Māori students, both of whom are poorly represented in the community's collective achievement data and are included in more than one of the achievement targets.

The implementation process is built on three key steps:

**Step 1: To care** – We, all educators in our learning community, will take ownership of the achievement of all children within the community. (“It takes a village to raise a child.”) Expert teachers will be expected to model this as a key skill set in their practice.

**Step 2: To share/compare** – achievement information and effective teaching practice. It is only through opening up our own work places and practices that we can meaningfully improve the quality of teaching and learning across the community. This must be done with regards to Trust, Integrity, Equity, and Respect for the privacy of individuals and their school information.

**Step 3: To create** – Our achievement challenges need solutions. It will be the responsibility of individual schools to create new ways of doing things, with the assistance of expert teachers and the wider CoL.

**Culturally Responsive Pedagogies**

Many schools in the CoL have built capability in the area of Cultural Responsiveness through LCC project work. Given our stated focus on accelerating achievement for Māori students, it will be essential to share what we have learned about best practice and grow the capacity of all teachers within the community. This will underpin all the interventions below. One of the cross-school leaders will have acknowledged success implementing culturally responsive pedagogies. This person will assist designated teachers within each of the schools:

- to grow their own understandings of what works well for Māori students
- to work with teachers in their own schools to enhance relationships with Māori students and transform classroom practice to become more universally effective for Māori learners.

**Collaborative Inquiry**

While the overall intention of the community is to improve the student outcomes for all learners, there will be central focus in our inquiry on accelerating the achievement of Māori students, and accelerating the achievement of boys.

It will also focus on strategies to improve retention and engagement of both groups.

**Special Focus On**

- Reading/Writing/Mathematics
- Māori retention
- Boys achievement and retention

This focus arises from the evidence of student achievement set out previously. Cross-school leaders will assist designated lead teachers within each of the schools:

- to scope current practice in data gathering and teaching in priority areas
- to develop shared understandings of best practice for teaching and learning across the curriculum
- to work with teachers in their own schools to enhance and transform classroom practice around literacy and numeracy to become more universally effective for Māori and Pasifika learners.

**Effective Transition Between Schools**

One of the major benefits of the community will be the opportunity to develop more effective processes to support students as they move into primary and through to secondary schools. Through engaging in collaborative inquiry, teachers and leaders will build shared understandings about pedagogy and about each school's community, centred around the best ways to meet the learning needs of all students but with particular attention to the needs of Māori students and to boys. This will enable us to identify current barriers to effective transition and to devise innovative approaches to help students move confidently into the next stage of their education.

More effective transition could include, but is not limited to the following:

- Sharing of knowledge about individual students between schools and agencies so the ball is not dropped as they move from one school to another
- Interactions between schools and events which mean students, parents and whānau become familiar with a next level school before the student moves through
- A more coherent approach to teaching and learning as students move through the schools in the community. This focus will be built into the Key Performance Indicators for each of the cross-school leaders, with a requirement to identify opportunities for improved transition, which will be reported to the Leadership Group for possible implementation.

The community will remain open to future links with early childhood education and will take pro-active steps to include them in our planning and implementation.
ACHIEVEMENT CHALLENGES

Achievement Challenge 1:
Literacy (Primary)
Our challenge is to raise the literacy achievement of all of our students across Puketeraki, with particular emphasis on:

a) boys writing Years 1-8

b) accelerating the achievement of reading for students after 1 year at school

Achievement Challenge 2:
Māori Achievement (Primary/Secondary)
Our challenge is to raise the achievement of Māori students across Puketeraki, with particular emphasis on:

a) Māori students writing years 1-8

b) Māori students NCEA

Achievement Challenge 3:
Mathematics (Primary/Secondary)
Our challenge is to raise the mathematics achievement of all of our students across Puketeraki, with particular emphasis on:

a) Mathematics in years 6, 7 & 8

b) Mathematics in years 9 & 10

Achievement Challenge 4:
NCEA (Secondary)
Our challenge is to raise the student achievement in NCEA, with particular emphasis on:

a) Student leavers with NCEA level 3

b) Student leavers with NCEA level 2

c) Improved male student achievement at NCEA level 3
RANGIORA COMMUNITY OF LEARNING

Achievement Challenge 1
Literacy (Primary)

Our challenge is to raise the literacy achievement of all of our students across Puketeraki with particular emphasis on:

a) boys writing Years 1-8
b) accelerating the achievement of reading for students after 1 year at school

Literacy

1a) We challenge ourselves to lift the achievement in Years 1-8 of all of our boys At or Above the National Standard in writing from 67.7% (1189/1755) at the end of 2015 to 85% (1496/1755) by 2019.

Rationale:

Currently we have 67.7% or 1189 of 1755 Year 1-8 boys At or Above the National Standards in writing.

We intend to raise achievement of 303 additional students (17.3% shift) to At or Above the National Standard in writing, by the end of 2019. Improved writing skills will assist students as they transition through primary to secondary schooling. Strong literacy/writing skills are the foundation of internal and external achievement in NCEA 1, 2 and 3 across the curriculum.

At the end of 2015 32.3% (566) of our boys who were not achieving the National Standard were in the following schools and were achieving at the following levels:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Total Number of Boys</th>
<th>Total Number of Boys Not Achieving NS</th>
<th>Number Below the Standard</th>
<th>Number Well Below the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amberley</td>
<td>118</td>
<td>15</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>Ashgrove</td>
<td>238</td>
<td>84</td>
<td>76</td>
<td>8</td>
</tr>
<tr>
<td>Ashley</td>
<td>79</td>
<td>15</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Brookfield</td>
<td>51</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Cust</td>
<td>66</td>
<td>13</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Fernside</td>
<td>122</td>
<td>23</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Leithfield</td>
<td>55</td>
<td>20</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>Loburn</td>
<td>81</td>
<td>48</td>
<td>38</td>
<td>10</td>
</tr>
<tr>
<td>North Loburn</td>
<td>56</td>
<td>11</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Ohoka</td>
<td>118</td>
<td>38</td>
<td>33</td>
<td>5</td>
</tr>
<tr>
<td>Rangiora Borough</td>
<td>272</td>
<td>115</td>
<td>103</td>
<td>12</td>
</tr>
<tr>
<td>Sefton</td>
<td>55</td>
<td>14</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Southbrook</td>
<td>180</td>
<td>81</td>
<td>76</td>
<td>5</td>
</tr>
<tr>
<td>Swannanoa</td>
<td>140</td>
<td>52</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>View Hill</td>
<td>24</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>West Eyreton</td>
<td>100</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

Aims:

- Scope current practice in data gathering analysis and use.
- Develop a shared understanding of best practice for teaching and learning in writing
- Work with teachers in their own schools to enhance and transform classroom practice around literacy to become more universally effective for Māori learners
- Monitor progress towards target above.

Possible Strategies:

- Identify ‘best practice’ for the teaching of writing with staff from each school
- Develop a shared understanding of expectations in curriculum documents - for example the Literacy Progressions
- Examine our current data gathering tools and teaching of writing pedagogy across all classrooms, set a shared understanding of expectations for reporting and moderation in writing
- Leaders in each school, assisted by cross-school leaders, form a ‘best practice action plan’ for implementation of new strategies for the teaching of writing
- Organise Professional Development for staff that extends current practice, and explores current evidence from National and International research.
- Strengthen inclusive practices in writing, explore how best to use local resources (RTLB, Liti, Lwi etc)
- Meet as a community to collaborate and share best practice - ACET/Lead Teachers that are passionate about literacy to share their best practice
- Teachers to set up collaborative teams (networks of teachers) with similar interests to plan and expand their writing programmes - coach and mentor staff to implement learning practices
- Strengthen relationships within and between ECE/Primary, Primary/Secondary, Secondary/Tertiary
- Increase the relationships/connections with our families, increase engagement by parents in the life of our schools.
RANGIORA COMMUNITY OF LEARNING

Literacy 1b) We challenge ourselves to lift the achievement of our students in the cohort after 1 year at school At or Above the national standard in reading from 59% (249/422) in 2015 to 75% by 2019

<table>
<thead>
<tr>
<th>Current State 2015</th>
<th>All Students</th>
<th>After 1 Year at School</th>
<th>% of Students</th>
<th>% Achieving NS</th>
<th>% Point Shift</th>
</tr>
</thead>
<tbody>
<tr>
<td>249/422</td>
<td>275/422</td>
<td>317/422</td>
<td>55%</td>
<td>6%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Rationale:
Currently we have 59% or 249 of 422 Year 1 students At or Above the National Standards in reading.

We intend to raise achievement of 68 additional students (16% shift) to At or Above the National Standard in reading, by the end of 2019.

Improved and strengthened early literacy skills will support Year 1 students to become effective oral, written and visual communicators. To be able to make meaning of ideas or information they receive and to create meaning for themselves and others, will create a strong foundation for early literacy years and beyond.

Transition practices will be reviewed and good ideas will be shared across the community.

In 2015 41% (173) of our students after 1 year at school who were not achieving the national standard in reading were in the following schools and achieving at the following levels:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Total Number of Year 1s</th>
<th>Total Number of Year 1s Not Achieving NS</th>
<th>Number of Year 1s Below the Standard</th>
<th>Number of Year 1s Well Below the Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amberley</td>
<td>28</td>
<td>17</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Ashgrove</td>
<td>46</td>
<td>27</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Ashley</td>
<td>15</td>
<td>9</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Broomfield</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cust</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fernside</td>
<td>19</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Leithfield</td>
<td>17</td>
<td>11</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Loburn</td>
<td>22</td>
<td>8</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>North Loburn</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Ohoka</td>
<td>36</td>
<td>13</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Rangiora Borough</td>
<td>70</td>
<td>36</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>Sefton</td>
<td>14</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Southbrook</td>
<td>61</td>
<td>21</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Swanmano</td>
<td>30</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>View Hill</td>
<td>8</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>West Syreenen</td>
<td>25</td>
<td>7</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

Aims:
- Scope current practice in data gathering analysis and use.
- Develop a shared understanding of best practice for teaching and learning in reading at NE/Year 1 Level
- Work with teachers in their own schools to enhance and transform classroom practice around literacy to become more universally effective for Māori learners.
- Monitor progress towards target above.

Possible Strategies:
- Identify ‘best practice’ for the teaching of reading with staff from each school at the NE/Year 1 Level
- Develop a shared understanding of expectations in curriculum documents - for example the Literacy Progressions at the NE/Year 1 Level
- Examine our current data gathering tools and teaching of reading pedagogy across all NE/Year 1 classrooms, set a shared understanding of expectations for reporting and moderation in reading
- Leaders in each school, assisted by cross-school leaders, form a ‘best practice action plan’ for implementation of new strategies for the teaching of reading at the NE/Year 1 level
- Organise Professional Development for staff that extends current practice, and explores current evidence in National and International research.
- Strengthen inclusive practices in Reading for NE/Year 1 children, explore how best to use local resources (RTLb, RTLit, Iwi etc)
- Meet as a community to collaborate and share best practice - ACET/Lead Teachers that are passionate about literacy at the NE/Year 1 Level to share their best practice
- Teachers to set up collaborative teams (networks of teachers) with similar interests to plan and expand their reading programmes - coach and mentor staff to implement learning practices
- Strengthen relationships within and between ECE/Primary
- Increase the relationships/connections with our families, increase engagement by our NE parents in the life of our schools
- Make learning purposeful for all learners in our community. Engage children in rich and varied tasks that enhance their opportunities to read, strengthen their literacy skills throughout the curriculum.
Possible Strategies (additional strategies that relate to our Māori Learners):

- Identify ‘best practice’ for the teaching of writing for Māori with staff from each school
- Leaders in each school, assisted by cross-school leaders, form a ‘best practice for Māori action plan’ for implementation of new strategies for the teaching of writing
- Organise Professional Development for staff that extends current practice, and explores current evidence in National and International research.
- Strengthen inclusive practices for Māori learners, explore how best to use local resources (RTL, RTLit, Iwi etc)
- Meet as a community to collaborate and share best practice - ACET/Lead Teachers that are passionate about Māori to share their best practice
- Strengthen relationships within and between ECE/ Primary, Primary/Secondary, Secondary/Tertiary
- Increase the relationship/connections with our families, increase engagement by Māori parents in the life of our schools
- Make learning purposeful for all learners in our community. Engage children in rich and varied tasks that enhance their opportunities to read, strengthen their literacy skills throughout the curriculum.

Target 2b) Improved Māori Student Achievement in NCEA Level 3.

We aim to have at least 60% (17) Māori student leavers with NCEA Level 3 by 2019.

Currently 67.9% or 19 of 28 total Māori students leave Rangiora High School without the highest qualification available to them. In 2015, 55% of Māori students present in Year 11 had left school before Year 13. Within this group more males left than females, with 71.8% of Māori male students present in Year 11 leaving school before Year 13.

We intend to raise the achievement of 8 additional Māori students in gaining NCEA Level 3 providing a total of 17 Māori students leaving with the NCEA Level 3 qualification by the end of 2019.

We intend to raise the retention of the Year 13 Māori cohort by a minimum of 90% or 20 additional Year 13 Māori students by the end of 2019.

We intend to improve the gender balance of the retained Year 13 Māori cohort to reflect the balance of the Māori cohort in the previous year by the end of 2019.
**RANGIORA COMMUNITY OF LEARNING**

**Achievement Challenge 3**  
**Mathematics (Primary & Secondary)**  
Our challenge is to raise the mathematics achievement of all of our students across Puketeraki with particular emphasis on:  
a) Mathematics in Years 7 & 8  
b) Mathematics at year 9 & 10

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**Target 3a)** We challenge ourselves to lift the achievement of all of our Year 7 & 8 students At or Above the national standard in mathematics from 74% (605/815) in 2015 to 89% (726/815) by the end of 2019.

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**Rationale:**  
Currently we have 74% or 605/815 of our Year 7/8 students At or Above the National Standard in mathematics.  
We intend to raise achievement of 121 additional students (15% shift) to At or Above the National Standard in mathematics by the end of 2019.  
Mathematics is a core subject area from Year 1 to Year 11. Our initial focus will be on identifying barriers to learning which may involve a teaching inquiry in students performances across the strands of the mathematics curriculum. We aim to lift achievement in all mathematical strands for all students.

At the end of 2015 26% (210/815) of our students who were not achieving the national standard in Years 7 & 8 were in the following schools and were achieving at the following levels:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Total Number of Year 7 &amp; 8 Students</th>
<th>Total Number Year 7 &amp; 8 Students Not Achieving NS</th>
<th>Total Number Year 7 &amp; 8 Students Below</th>
<th>Total Number Year 7 &amp; 8 Students Well Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amberley</td>
<td>154</td>
<td>14</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Ashgrove</td>
<td>132</td>
<td>35</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>Ashley</td>
<td>45</td>
<td>15</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>Broomfield</td>
<td>25</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Cust</td>
<td>29</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Fernside</td>
<td>48</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Leithfield</td>
<td>32</td>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Loburn</td>
<td>38</td>
<td>8</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>North Loburn</td>
<td>31</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Ohoka</td>
<td>26</td>
<td>6</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Rangiora Borough</td>
<td>134</td>
<td>52</td>
<td>43</td>
<td>9</td>
</tr>
<tr>
<td>Sefton</td>
<td>27</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Southbrook</td>
<td>93</td>
<td>14</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Swannanoa</td>
<td>60</td>
<td>27</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>View Hill</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>West Eyreton</td>
<td>32</td>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

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**Aims:**  
- Scope current practice in data gathering analysis and use.  
- Develop a shared understandings of best practice for teaching and learning in mathematics.  
- Work with teachers in their own schools to enhance and transform classroom practice around mathematics to become more universally effective for Māori learners.  
- Gather data measuring progress towards target above.

**Possible Strategies:**  
- Identify ‘best practice’ for the teaching of mathematics with a focus on measurement and number with staff from each school.  
- Develop a shared understanding of expectations in curriculum documents - for example the Mathematics Standards Year 1-8, and NZC.  
- Examine our current data gathering tools and teaching of mathematics pedagogy across all classrooms, set a shared understanding of expectations for reporting and moderation in mathematics.  
- Leaders in each school, assisted by cross-school leaders, form a ‘best practice action plan’ for implementation of new strategies for the teaching of mathematics.  
- Organise Professional Development for staff that extends current practice, and explores current evidence in National and International research.  
- Strengthen inclusive practices in mathematics, explore how best to use local resources (RTLB, RTLit, iwi etc).  
- Meet as a community to collaborate and share best practice - ACET/Lead Teachers that are passionate about mathematics to share their best practice.  
- Teachers to set up collaborative teams (networks of teachers) with similar interests to plan and expand their mathematics programmes - coach and mentor staff to implement learning practices.  
- Strengthen relationships within and between ECE/Primary, Primary/Secondary, Secondary/Tertiary.  
- Increase the relationships/connections with our families, increase engagement by parents in the life of our schools.  
- Make learning purposeful for all learners in our community. Engage children in rich and varied tasks that enhance their opportunities to read, strengthen their literacy skills throughout the curriculum.
Target 3b) We challenge ourselves to lift the achievement of all of our Year 9 & 10 students achieving at or exceeding curriculum expectations at Level 5 mathematics from 72% in 2016 to 90% by the end of 2019.

<table>
<thead>
<tr>
<th>Current State Year 9 &amp; 10 Students At or Above in 2015</th>
<th>Interim State 2017</th>
<th>Interim State 2018</th>
<th>Desired State 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of Students</td>
<td>%</td>
<td>No of Students</td>
<td>%</td>
</tr>
<tr>
<td>467/649</td>
<td>72%</td>
<td>532/649</td>
<td>10%</td>
</tr>
</tbody>
</table>

Rationale:
Approximately 72% of students leaving the contributing primary schools in the Rangiora catchment enter high school meeting or exceeding the mathematics Level 4 standard. The Rangiora High School’s own assessment of these students corresponds to this achievement level within (+/-) 3%. Within the two-year period of junior high school (Years 9 – 10) the % of students below the expected standard increases by 11.8% (from 22.1% in Year 9 to 33.9% in Year 10). The mean performance for Decile 9 schools leaver attainment for NCEA L2+ is over 90% which includes the requirement for numeracy standards. To meet this performance, the school would need to ensure a minimum of 90% of students are meeting the expected mathematics achievement levels by the end of Year 10.

We intend to raise the achievement of 117 additional students in gaining mathematics curriculum level 5 by the end of Year 10 providing a total of 584 students achieving mathematics level 5 by the end of 2019.

We intend to engage all Year 10 students in the NCEA L1 numeracy standards with an expectation that all those students at or above level 5 mathematics by the end of Year 10 will have achieved their NCEA L1 numeracy standards prior to entering Year 11.
Achievement Challenge 4  
NCEA  
Our challenge is to raise the student achievement in NCEA with particular emphasis on:  
a) Student leavers with NCEA level 3  
b) Student leavers with NCEA level 2  
c) Improved male student achievement NCEA level 3  
Through our collaborative inquiries our actions will strengthen six areas of importance:  
Teacher knowledge and capabilities  
Best Practice  
Data gathering, analyzing and reporting  
Collaboration practices  
Professional development leadership  

Target 4a) We challenge ourselves to have at least 60% (217) student leavers with NCEA Level 3 by 2019.

<table>
<thead>
<tr>
<th>Current State</th>
<th>Interim State 2017</th>
<th>Interim State 2018</th>
<th>Desired State 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of Students</td>
<td>%</td>
<td>No of Students</td>
<td>%</td>
</tr>
<tr>
<td>154/362</td>
<td>42.5%</td>
<td>181/362</td>
<td>7.75%</td>
</tr>
</tbody>
</table>

Rationale:  
Currently 57.5% or 208 of 362 total students leave Rangiora High School without the highest qualification available to them. Nearly 50% of students have left school before or during Year 13.

Within this group more males leave than females at a ratio of 2:1.

We intend to raise the achievement of 63 additional students in gaining NCEA Level 3 providing a total of 217 students leaving with the NCEA Level 3 qualification by the end of 2019.

We intend to raise the retention of the Year 13 cohort by a minimum of 50% or 104 additional Year 13 students by the end of 2019.

We intend to improve the gender balance of the retained Year 13 cohort to reflect the balance of the cohort in the previous year by the end of 2019.

We intend to raise the transition of the Year 13 cohort of students into advanced tertiary learning or training (Levels 4-7+) from 34.3% (125 students) in 2014 to 55% (200 students) by the end of 2019.

Possible Strategies:  
• Identify ‘best practice’ for the teaching in priority curriculum areas  
• Develop a shared understanding of expectations in curriculum documents in priority curriculum areas  
• Examine our current data gathering tools and teaching of priority curriculum areas. Set a shared understanding of expectations for reporting and moderation  
• Classroom Teachers/Heads of departments, assisted by Heads of Departments, form a ‘best practice action plan’ for implementation of new strategies for the teaching of priority curriculum areas  
• Organise Professional Development for staff that extends current practice, explores leading edge research from a world perspective and encourage attendance from staff  
• Teachers to set up collaborative teams (networks of teachers) with similar interests to plan and expand their programmes - coach and mentor staff to implement learning practices  
• Strengthen relationships within and between ECE/Primary, Primary/Secondary, Secondary/Tertiary to foster retention and engagement within students in their learning pathway  
• Increase the relationships/connections with our families, increase engagement by parents in the life of our schools, explore options within the community schools that could be applied  
• Make learning purposeful for all learners in our community. Engage children in rich and varied tasks that enhance their opportunities to read, strengthen their literacy skills throughout the curriculum.

4b) Improved Student Achievement in NCEA Level 2+  
We challenge ourselves to have 90% (326/362) of our student leavers with NCEA Level 2 as the minimum qualification they attain by 2019.

<table>
<thead>
<tr>
<th>Current State</th>
<th>Interim State 2017</th>
<th>Interim State 2018</th>
<th>Desired State 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of Students</td>
<td>%</td>
<td>No of Students</td>
<td>%</td>
</tr>
<tr>
<td>289/362</td>
<td>79.83%</td>
<td>301/362</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Currently, 79.8% or 289 of 362 total students leave Rangiora High School with NCEA Level 2+. This is below the BPS target of 85% achievement to be attained by 2017.  
NCEA Level 2 is the minimum desired national qualification.  
We intend to raise the achievement in NCEA Level 2+ to 90% (326 students) for all school leavers by the end of 2019.

We intend to raise the transition rate across Year 12 to Year 13 from 73% (271 students) in 2015 to 95% (352 students) of the Year 12 cohort by the end of 2019.

Target 4c) Improved Male Student Achievement NCEA  
We challenge ourselves to have at least 60% (110/183) of our male student leavers with NCEA level 3 by 2019.
Currently 66.7% or 122 of 183 total male students leave Rangiora High School without the highest qualification available to them. The current male NCEA Level 3 achievement rate of 33.3% is significantly below the school’s expectation for them. In 2015, 43.2% (or 96 of 222) male students present in Year 11 have left school before Year 13.

We intend to raise the achievement of 49 additional male students in gaining NCEA Level 3 providing a total of 110 male students leaving with the NCEA Level 3 qualification by the end of 2019.

We intend to raise the retention of the Year 13 male cohort by a minimum of 20% or 44 additional Year 13 male students by the end of 2019.

We intend to improve the gender balance of the retained Year 13 cohort to reflect the balance of the male cohort in the previous two years by the end of 2019.

We intend to raise the transition of the Year 13 cohort of male students into advanced tertiary learning or training (Levels 4-7) from 52.2% (177 students) in 2014 to 70% (239 students) by the end of 2019. Male students will represent 50% of this target number.
IMPLEMENTATION, MONITORING AND EVALUATION

First steps before full implementation:

1) Transparency with staff:
An information leaflet is being prepared to inform all staff about the proposal and to invite questions and expressions of interest. This includes an initial indication of the cross-school and within-school leadership positions available for teachers with links to national documentation about the positions.

2) Conference: Half-day (January 27th 2017):
The community will officially launch with a half-day conference for teachers and leaders at the beginning of term 1 2017.

3) Appointments process:
Once the proposal is approved and the memorandum of agreement signed, we will meet with a National Selection Panel member and get the formal appointments process under way. Some initial work on developing the community specific aspects of the job descriptions is already under way.

The goal is to complete the appointments process before the end of term 1 2017.

4) Setting priorities and staging the roll-out:
We recognise that it may be challenging to expect primary teachers to focus on three separate areas of the curriculum at one time. In some cases the schools also have new Principals. Consequently, further thought needs to be given as to how best to stage the roll-out of the reading, writing and mathematics initiatives.

The half-day conferences will provide some initial insights into the priority areas for each school. This will be further explored by the Lead Principal in consultation with the Cross-Schools Leaders and Principals with a view to making a decision by mid-February 2017 on the priority order for the three target areas. It is understood that it may not be possible for some schools to focus on all three at once.

5) Cross-schools calendar:
A cross-schools calendar will be prepared for the community to ensure that cross-school events are coordinated and time is used productively.

6) Cross-school leaders:
The cross-school leaders will:
a) meet regularly with and report to the Lead Principal.
b) meet with each other for collaborative planning.
c) work with the in-school leaders to develop a coherent strategic plan to support each school to meet its specific targets. This will include overseeing a register of identified target students within each school (names, needs, numbers).
d) identify, model and effectively share examples of best practice which accelerates progress for Māori, Pasifika and all learners.
e) develop and reflect upon best practice ways of supporting the professional learning of teachers.

Monitoring will focus on two aspects:

1) Implementation of the plan (Have the agreed tasks been carried out? How well? How effective?).
2) Emerging evidence of changes in pedagogy and school practices or culture.
3) Identifying new challenges and new needs (finding out things we didn’t know).

Evaluation:
The Lead Principal will work with the cross-schools’ leaders and seek advice from the Education Review Office to develop an effective model for evaluation. This will focus on:

1) Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets.
2) Emerging evidence of changes in pedagogy and school practices or culture.
3) Use of student, parent and teacher voice.

Reporting Reports to Board of Trustees:
The Lead Principal will coordinate the preparation of reports for Boards of Trustees to be supplied regularly through the year. These will cover:

i) Targets and priorities
ii) Key aspects of implementation
iii) Beginning and end of year data about student achievement, with commentary on its significance in relation to the targets
iv) Emerging evidence of changes in pedagogy and school practices or culture
v) Issues arising.

Charters:
The community’s achievement challenges will be reflected in each school’s Charter for 2017 and reported on in the Analysis of Variance.
POSSIBLE MANAGEMENT & ORGANISATION

Stewardship Committee:
Rangiora High School
1 Rep
Principal & Rununga
Rangiora
Community Rep
Principal
Implementation

POSSIBLE IMPLEMENTATION

Management

POSSIBLE MANAGEMENT

Stewardship Committee:

POSSIBLE GOVERNANCE ORGANISATION

DRAFT STRUCTURES

Appendix 2