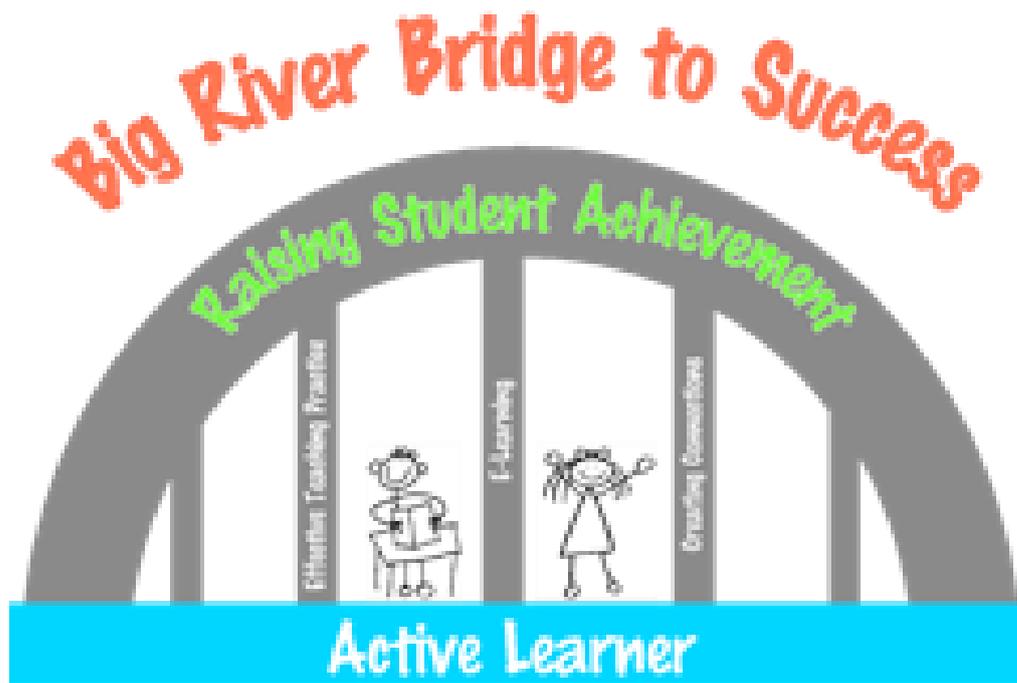


Big River Cluster Community of Learning

2017- 2019



Ko au te awa, Ko te awa ko au
I am the river and the river is me.



Index

| | |
|---|-----------|
| Our History of Collaboration | 2 |
| Our Vision | 2 |
| Our Community | 2 |
| How will our Community Work Together | 3 |
| What are the implications for learning (ako), Teaching and Professional Leadership | 3 |
| Effective Transition | 4 |
| Big River Cluster Structure and Responsibilities | 4 |
| Goal 1 Writing | 5 |
| Achievement Challenge 1.1 All Students Writing | 5 |
| Achievement Challenge 1.2 Boys Writing | 7 |
| Achievement Challenge 1.3 Maori Students Writing | 9 |
| Goal 2 Mathematics | 11 |
| Achievement challenge 2.1 All Students Mathematics | 11 |
| Achievement Challenge 2.2 Year 6,7 & 8 Mathematics | 13 |
| Achievement Challenge 2.3 Maori Students Mathematics | 15 |
| Goal 3 Science (ECE, Primary and Secondary) | 17 |
| Achievement Challenge 3.1 Year 10 Students | 17 |
| Achievement Challenge 3.2 Year 1-8 Students | 19 |
| Achievement Challenge 3.3 Early Childhood | 19 |
| Goal 4 NCEA | 20 |
| Achievement Challenge 4.1 Merit and Excellence endorsements | 20 |
| Achievement Challenge 4.2 NCEA level 2 | 21 |
| Strategic Plan Review and compliance | 22 |

Our History of Collaboration

As a Community of Learners we have a long history of collaboration between schools and centres.

We have a solid foundation of trust on which to base this community. Our education leaders across the sector meet regularly through the South Otago Principal's Association (SOPA), working on initiatives including

- The ICT cluster 2004 -2007
- The EHSAS initiative 2008-2010
- LCN from 2011 - 2014
- The Dairy NZ funding (2016- current) proposals for families affected by the dairy industry. Established primary/early childhood transition group in the wider Balclutha area

Our Boards of Trustees have met twice to discuss areas of achievement.

Issues covered included

- Working through the implications of forming a Kāhui Ako
- Current and past initiatives in the Big River Cluster area and the wider South Otago district
- Ways in which Boards can work together including Kāhui Ako boards attending STA conference as a cluster
- How Boards can best support the Kāhui Ako

Our Vision

The bridge to success is to raise student achievement through developing engaged active learners.

This will continue to be achieved by enhancing effective teaching practice, developing leaders. Increasing innovation and creating strong connections between students, whānau, schools/centres and the wider community.

This vision was created and redeveloped through collaboration and initiatives within the learning community.

Our Community

Balclutha Kindergarten
Balclutha Primary School
Big River Educare
Clutha Valley Play Centre
Clinton School
Clutha Valley Primary School
Kaitangata School
Romahapa School
Rosebank Kindergarten
Rosebank School
St Joseph's (Balclutha)
South Otago High School
Stirling School
Tahakopa School
Waiwera South Primary School
Warepa School



The Big River Cluster is set in Clutha District, predominantly clustered between Clinton and Balclutha, and around the lower Clutha River. It consists of one Secondary School, 11 Primary Schools and 4 Early Childhood Centres. The total student population is 902 as at the end of 2016 which includes 652 (72.28%) European/Pakeha and other European, 156 (17.29%) Maori, 24 (2.66%) Pasifika and 50 (5.54%) Asian students in the 2016 primary cohort. Parents and whānau want their children to achieve. They have high expectations of the education community to support rangatahi in achieving their aspirations.

How will our Community Work Together

We will be guided in all interactions by our Memorandum of Agreement and Code of Conduct which all schools and early childhood centres have signed. Key points of these documents include:

- High trust relationships: operating with a high level of trust and respect within our Community of Learning
- Confidentiality of all data and information shared with our Community of Learning (Privacy Protocol which is compliant with the Privacy Act 1993, and the Official Information Act 1982)
- A commitment to collaborating, sharing, valuing others, cultural responsiveness and honouring responsibilities across our Kāhui Ako
- Professional growth is a focus of the cluster. Participants are honest in their interactions and support others to make meaning from the discussions and experiences.
- Consultation, evidence, and communication at the forefront of all decisions and initiatives which are based on children being first and at the heart of our work

Disputes

- in the case of a dispute or breakdown in communication issues will be referred to the leader of the Community of Learning. Where the leader is involved or is unable to resolve differences, three other delegated members of the principal's group will meet to collaboratively to process a way forward.

What are the implications for learning (ako), Teaching and Professional Leadership

- Groups of students at risk identified and challenging targets set to focus on improving educational outcomes
- The reason for robust achievement information being gathered and understood by all teachers and leaders
- Highly effective self review systems within our schools support the Kāhui Ako to design effective high impact programmes
- Highly effective and innovative use of digital technologies will contribute to the development of digital citizenship
- Students monitored throughout their education pathway with a focus on transition points at ECE-Primary and Primary-Secondary
- Building of trust and connected relationships within the Kāhui Ako will be a focus area. Collaborative cross school and cross teacher initiatives will be the norm
- Continued high engagement of students will be a priority
- There will be opportunities for leaders to develop across the Kāhui Ako. Leadership at all levels for teachers, AP's, DP's, team leaders and Principals will be enhanced through the Kāhui Ako structure.
- Cohesive targets for all Governing Boards will be enhanced through the collaboration of school achievement challenges. This will allow a sharing of resources, joint development of PLD opportunities and a consistent focus on meeting the needs of our students.

Effective Transition

Effective transition processes will support our learners along their learning pathways through:

- Engaging in collaborative inquiry
- Building shared understandings about pedagogy
- Improving knowledge across our community of learning
- Building partnerships with parents and whānau
- Developing innovative practices



Big River Cluster Structure and Responsibilities

Our Community of Learning will operate on the following organisational structure:

- ❖ **Appointments Group/Stewardship Group:** has governance responsibility for the Community of Learning:
 - It is comprised of 6 elected representatives from within the schools and a representative from Early Childhood. For the purposes of establishment of the Kāhui Ako this group undertakes all appointments. It is intended to evolve into the stewardship group and include BOT representation
 - Meets as necessary to complete appointments and after each monthly meeting of the Principals Association.
 - The Principals/Leaders are delegated the responsibility for management of the Community of Learning and will meet regularly for progress reports and analysis
- ❖ **Leadership Group:** has leadership responsibility for the Community of Learning by supporting the Community of Learning Executive Principal, across school teachers, and within school teachers:
 - It is comprised of two elected leading principals from within the Kāhui Ako
 - Meets regularly to review progress and identify next steps
 - Is delegated the responsibility for management of the Community of Learning
- ❖ **Community of Learning Executive Principal:** this principal will have the role of supporting all principals and teachers in the Community of Learning to raise achievement and meet our shared goals.
 - Project leadership skills will be harnessed to share best practice from across the Community
 - The Community of Learning leadership role will involve 0.4 FTTE release time.
- ❖ **Across School Teacher:** the role of these teachers will involve working closely with the other teachers across the community to enable the best of the combined teacher strengths to raise achievement
 - The across school teacher role will involve 0.4 FTTE release time.
- ❖ **Within School Teachers:** the role of these selected teachers will involve them working closely within their own school to share good practice with teachers from across the community.
 - The within school teacher roles will involve 0.08FTTE release time.
 - There are 10 within school teachers. Four based at South Otago High School, One based at Rosebank School and five others appointed across the remaining 10 schools.
- ❖ **Inquiry Time:** this will enable teachers to have the time to learn from each other and work together on our Community of Learning goals.
 - 50 hours or 0.05 FTTE, per school, is provided for inquiry time when there are 1-10 teachers, 0.006 FTTE per teacher when more than 10 teachers.
- ❖ **Facilitated Professional Development:** for principals and teachers across our Community of Learning to strengthen school systems and processes and teacher practice.
 - Accessing external PLD providers linked to achievement challenges
 - Sharing internal expertise

Goal 1 Writing

Writing - Currently across the Community 74.8% (675) of our 900 students are At or Above the National Standard for writing. We note that of this group, 67% (317) of boys are achieving at or above their expected level and 75.6% (118) of Maori students are achieving at or above their expected levels.

When we analyse the data by Gender, Year Level and Ethnicity students across all of these cohorts are not achieving at expected levels. However, students (Asian, Pasifika and Male) stand out as being in need of most support. In 2016 Years 9 and 10 Curriculum Level data indicates that 72% of students are not achieving at expected level in Writing.



Achievement Challenge 1.1 All Students Writing

Rationale

Writing is critical to be able to access and demonstrate learning across the curriculum. We believe that increased competency in writing will support lifts in achievement in the science and NCEA challenges we have identified.

Current Data

Currently across the Community 74.8% (675) of our 902 students are At or Above the National Standard. 25.2% (227) are below or well below

| Movement of CoL BRC all students Writing | | | | | | |
|--|-------------|-------|--------------|--------------|-------------|---------|
| | Actual 2016 | | Targets 2017 | Targets 2018 | Target 2019 | % shift |
| Balclutha | 122/164 | 74.4% | 83% | 85% | 88% | 13.6% |
| Clutha Valley | 68/115 | 59.1% | 75% | 80% | 85% | 25.9% |
| Clinton | 60/73 | 82.2% | 85% | 87% | 90% | 7.8% |
| Kaitangata | 66/85 | 77.6% | 80% | 83% | 85% | 7.4% |
| Romahapa | 48/58 | 82.8% | 75% | 82% | 85% | 2.2% |
| Rosebank | 167/220 | 75.9% | 85% | 87% | 89% | 13.1% |
| St Josephs | 42/51 | 82% | 85% | 90% | 92% | 10% |
| Stirling | 18/25 | 72.0% | 75% | 80% | 85% | 13% |
| Tahakopa | 7/12 | 58.3 | 66% | 70% | 80% | 21.7% |
| Waiwera South | 33/41 | 80.5% | 80% | 82% | 85% | 5% |
| Warepa | 45/59 | 76.3% | 85% | 87.5% | 90% | 13.7 |

Planned actions all students writing

Our aim is to lift achievement in writing to ensure that 86.7% of students are achieving At or Above the expected level for their year group by the end of 2019. This will be a raise in achievement of 11.9% This means shifting 108 students across the Kāhui Ako.

| | | |
|---|--|---|
| 2017 | By the end of 2017 at least of students 78% will be at or above the standard | <p>School Planned Actions:</p> <ul style="list-style-type: none"> ● Davis Vision will observe writing programmes across the Kāhui Ako to establish a starting point for intervention and to assist to identify expertise ● Targeted interventions to accelerate learning (eg ALL strategies) ● Support and encourage school to participate in the ALL programme. ● Use across and within school teachers to support understanding of writing strategies across schools / classrooms ● Rebecca Sweeney will host PLD sessions on 'Spirals of Inquiry' ● Davis vision seminars targets at school writing programmes ● Davis Vision PLD on developing Leadership. ● Developing shared understanding / moderation across Kāhui Ako. ● Revisiting PD in marking of Asttle writing to ensure moderation across schools ● Identify and share teachers' strengths in writing ● Regular meetings, both leadership and CoL wide, to develop shared understanding and collaboration across the CoL |
| 2018 | By the end of 2018 at least 82%% of students will be at or above the standard | <ul style="list-style-type: none"> ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and whanau voice etc) ● Consolidate practices identified as contributing towards raising learner achievement ● Implement new initiatives, evaluate and monitor |
| 2019 | By the end of 2019 86.7% of boys will be at or above the standard | |
| <p>Early Childhood Planned Actions (Written Language Focus):</p> <ul style="list-style-type: none"> ● Focus as a group on the cycle of "Spiral of inquiry" and get familiar with the process to use to guide changes in practice as we move forward. (Rebecca Sweeney) ● Observe what is happening in our centres currently around written language opportunities ● Implement next steps in Written Language focus from last year ● Meet regularly and share strengths and what has worked well in the programmes – building teacher knowledge. ● Attend PLD with the BRC Kāhui Ako including Davis Vision seminars ● Give children many and varied experiences to use and build on their written language acquisition | | |

Achievement Challenge 1.2 Boys Writing

Rationale

We have identified boys writing as a cohort that needs their achievement raised.

Current Data

To lift achievement in boys writing to ensure all boys are making progress to achieve at or above the National Standard. There are 324 male students of whom 107(33%) are currently below expected levels. Of these 23 (7%) are Well Below.

217 (67%) are at expected levels.

| Movement of CoL BRC Boys Writing | | | | | | |
|----------------------------------|-------------|-------|--------------|--------------|-------------|---------|
| | Actual 2016 | | Targets 2017 | Targets 2018 | Target 2019 | % shift |
| Balclutha | 46/81 | 56.8% | 60% | 65% | 70% | 13.2% |
| Clutha Valley | 33/60 | 55.0% | 70% | 75% | 80% | 25% |
| Clinton | 31/39 | 79.4% | 82% | 84% | 86% | 6.6% |
| Kaitangata | 40/47 | 68.4% | 70% | 75 % | 80% | 11.6% |
| Romahapa* | 18/25 | 72.0% | 70% | 75% | 80% | 8.0% |
| Rosebank | 93/125 | 74.4% | 80% | 84% | 88% | 13.6% |
| St Josephs | 22/28 | 78.6% | 80% | 82.5% | 85% | 6.4% |
| Stirling | 7/11 | 58.3% | 75% | 80% | 85% | 26.7% |
| Tahakopa | 4/9 | 44.4% | 62% | 66% | 80% | 35.6% |
| Waiwera South | 13/19 | 68.4% | 70% | 75% | 80% | 10% |
| Warepa | 24/37 | 64.9% | 75% | 80% | 85% | 20.1% |

* It is an over arching goal of the big River Cluster to raise achievement. In the process of forming this achievement challenge it has already become evident that some schools with small rolls and low numbers in some year groups and with some movement of pupils the % data skews the results. The cluster and the individual schools aim to increase achievement by increments at all levels and for all individuals. The Principals are well aware that a cohort of students leaving year 8 can make significant alterations to data.

Planned Actions Boys writing

Achievement raised by 16.7% (54 Students)

| | | |
|---|---|---|
| 2017 | By the end of 2017 at least 72% of boys will be at or above the standard | <p>School Planned Actions:</p> <ul style="list-style-type: none"> ● Targeted interventions to accelerate learning (eg ALL strategies) ● Support and encourage school to participate in the ALL programme. ● use across and within school teachers to support understanding of writing strategies across schools / classrooms ● Developing shared understanding / moderation across Kāhui Ako. ● Revisiting PD in marking of Asttle writing to ensure moderation across schools ● Identify and share teachers' strengths in writing ● Improve boys' attitude towards writing through 'real time' experiences for motivation. ● Improve teacher knowledge and practice about how to best engage boys in the writing process ● Boys to make connections between the purpose of writing and their ability to meet that need ● Regular meetings, both leadership and CoL wide, to develop shared understanding and collaboration across the CoL |
| 2018 | By the end of 2018 at least 76.4% of boys will be at or above the standard | <ul style="list-style-type: none"> ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and whanau voice etc) |
| 2019 | By the end of 2019 83.7% of boys will be at or above the standard | <ul style="list-style-type: none"> ● Consolidate practices identified as contributing towards raising learner achievement ● Implement new initiatives, evaluate and monitor |
| <p>Early Childhood Planned Actions (Written Language Focus):</p> <ul style="list-style-type: none"> ● Focus as a group on the cycle of "Spiral of inquiry" and get familiar with the process to use to guide changes in practice as we move forward ● Observe what is happening in our centres currently around written language opportunities ● Implement next steps in Written Language focus from last year ● Meet regularly and share strengths and what has worked well in the programmes – building teacher knowledge ● Attend PLD with the BRC Kāhui Ako including Davis Vision seminars ● Give children many and varied experiences to use and build on their written language acquisition | | |

Achievement Challenge 1.3 Maori Students Writing

Rationale

To lift achievement of writing for Māori students to ensure that all students are making progress towards achieving At or Above the National Standard. We need to work together to engage Māori learners with the writing process, helps them to see a purpose for writing and equips them with the skills to achieve success across all of their learning and educational pathways.

Current Data

There are 156 Māori students of whom 38 (24.4%) are currently below expected levels. Of these, 4 are Well Below.

| Movement of CoL BRC Maori Students Writing | | | | | | |
|--|-------------|-------|--------------|--------------|-------------|---------|
| | Actual 2016 | | Targets 2017 | Targets 2018 | Target 2019 | % shift |
| Balclutha | 27/35 | 77.1% | 80% | 83% | 85% | 7.9% |
| Clutha Valley | 12/17 | 70.6% | 75% | 80% | 85% | 14.4% |
| Clinton | 19/22 | 86.3% | 88% | 90% | 93% | 6.7% |
| Kaitangata | 17/21 | 81% | 82% | 85% | 87% | 4% |
| Romahapa | x | x | x | x | x | x |
| Rosebank | 27/36 | 75% | 85% | 87% | 90% | 15% |
| St Josephs | x | x | x | x | x | x |
| Stirling | 8/12 | 66.7% | 75% | 80% | 85% | 18.3% |
| Tahakopa | NA | NA | NA | NA | NA | NA |
| Waiwera South | NA | NA | NA | NA | NA | NA |
| Warepa | 4/8 | 50.0% | (3/ 5) 60% | 70% | 100% | 50% |

**Note that some schools have no Maori students*

Planned Actions Maori Students Writing

Achievement to be raised by 14.1% (22) to 89.7% (140) of Maori Students achieving at or above

| | | |
|---|--|--|
| <p>2017</p> | <p>By the end of 2017 at least 80% of Maori students will be at or above the standard</p> | <p>School Planned Actions:</p> <ul style="list-style-type: none"> ● Carry out in-depth scanning to identify needs of learners ● Develop strategies to engage all learners in writing across the curriculum ● Develop consistent writing moderation practices across the CoL ● Identify and share teachers' strengths in writing ● Improve Māori learners' attitude towards writing ● Improve teacher knowledge and practice about how to best engage Māori learners in the writing process ● Māori learners to make connections between the purpose of writing and their ability to meet that need ● Authentic writing contexts that involve a Māori world view ● Improve teachers' culturally responsive practice that leads to improvements in outcomes in writing for Māori learners ● Regular meetings, both leadership and CoL wide, to develop shared understanding and collaboration across the Kāhui Ako ● Involve Whanau and Tangata Whenua in culturally responsive Korero to ensure Kāhui Ako is doing everything possible to assist our Maori Learners |
| <p>2018</p> | <p>By the end of 2018 at least 83% of Maori students will be at or above the standard</p> | |
| <p>2019</p> | <p>By the end of 2019 89.7% of Maori students will be at or above the standard</p> | |
| <p>Early Childhood Planned Actions (Oral Language Focus):</p> <ul style="list-style-type: none"> ● Focus as a group on the cycle of "Spiral of inquiry" and get familiar with the process to use to guide changes in practice as we move forward ● Observe what is happening in our centres currently around oral language opportunities ● Implement next steps in Oral Language focus from last year ● Meet regularly and share strengths and what has worked well in the programmes – building teacher knowledge ● Attend PLD around "Engaging Learners in Culturally Responsive Practice" ● Give children many and varied experiences to build their language acquisition | | |

Goal 2 Mathematics

Achievement challenge 2.1 All Students Mathematics

Rationale

Mathematics is critical to be able to access and demonstrate learning across the curriculum. We believe that increased competency in mathematics will support lifts in achievement in the science and NCEA challenges we have identified in this plan.

Current Data

Our National Standards data shows that 79.2% (715) of our 902 students are achieving at the expected level. Data from individual year groups shows that students after three years at school, Y4 and Y7 Less than half 46% (11/24) of our Pasifika students and 69% (34/49) of our Asian students are at or above the expected levels of achievement.

| Movement of CoL BRC All Students Mathematics | | | | | | |
|--|-------------|-------|--------------|--------------|-------------|---------|
| | Actual 2016 | | Targets 2017 | Targets 2018 | Target 2019 | % shift |
| Balclutha | 135/164 | 82.3% | 85% | 87.5% | 90% | 7.7% |
| Clutha Valley | 81/115 | 70.4% | 75% | 80% | 85% | 14.6% |
| Clinton | 65/73 | 89.0% | 91% | 93% | 95% | 6% |
| Kaitangata | 56/85 | 65.4% | 70% | 75% | 80% | 14.6% |
| Romahapa** | 47/58 | 81.0% | 73% | 78% | 85% | 4% |
| Rosebank | 173/220 | 78.6 | 85% | 88% | 91% | 12.4% |
| St Josephs | 41/51 | 82.0% | 85% | 87.5% | 90% | 8% |
| Stirling | 19/25 | 76.0% | 80% | 85% | 90% | 14% |
| Tahakopa* | 9/12 | 75.0% | 75% | 80% | 87% | 12.5% |
| Waiwera South* | 33/41 | 80.5% | 81% | 82% | 85% | 5% |
| Warepa* | 56/59 | 94.9% | 95% | 96% | 97% | 2.1% |

* It is an over arching goal of the big River Cluster to raise achievement. In the process of forming this achievement challenge it has already become evident that some schools with small rolls and low numbers in some year groups and with some movement of pupils the % data skews the results. The cluster and the individual schools aim to increase achievement by increments at all levels and for all individuals. The Principals are well aware that a cohort of students leaving year 8 can make significant alterations to data.

**Data changes year to year as children enrol and leave and in the case of Romahapa school there is clear evidence that enrolment and students leaving this year has impacted on achievement.

Planned Actions Mathematics

Our aim is to lift achievement in mathematics to ensure that 89% (803) of students are achieving At or Above the expected level for their year group by the end of 2019. This will be a rise of 9.8% (88) across the community.

| | | |
|---|--|--|
| <p>2017</p> | <p>By the end of 2017 at least 83% of students will be at or above the standard</p> | <p>School Planned Actions:</p> <ul style="list-style-type: none"> ● Involvement of teachers incorporating meetings and moderation especially around the transition points of the Kāhui Ako learners. From the above meetings we will be able to identify and share teachers' strengths in mathematics ● Review boys' and girls' attitude towards mathematics through student agency and data collection organised by Davis vision ● Improve teacher knowledge and practice about how to best engage boys and girls in mathematics ● Learners to make connections between the purpose of mathematics and their ability to meet that need ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and whanau voice etc) ● Review and consolidate practices identified as contributing towards raising learner achievement. Rosebank and Balclutha School are to implement PLD opportunities in 2017 with Averil Lee from Otago University. This will include observation, staff meetings, report back and 'fishbowl' teaching techniques |
| <p>2018</p> | <p>By the end of 2018 at least 86% of students will be at or above the standard</p> | <ul style="list-style-type: none"> ● Continue with the implementation of initiatives (eg Averil Lee) review and monitor ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and student voice etc) ● Consolidate practices identified as contributing towards raising learner achievement |
| <p>2019</p> | <p>By the end of 2019 at least 89% of students will be at or above the standard</p> | |
| <p>Early Childhood Planned Actions:</p> <ul style="list-style-type: none"> ● Focus as a group on the cycle of "Spiral of inquiry" and get familiar with the process to use to guide changes in practice as we move forward ● Use our current Self Review process to: <ul style="list-style-type: none"> ○ Observe and record what is happening in our centres currently in regards to the opportunities given to our learners to grow their mathematical thinking ○ Conduct research on what is best practice in providing provocations for our learners around mathematics ● Meet together to share findings around best practice to build on teachers knowledge and share strengths ● From the information gathered formulate an action plan on changes in practice needed to engage children in Mathematical processing and language ● Implement action plan ● Meet again to share findings on how the changes have impacted on the learners ● Evaluate how the changes have impacted on learning outcomes for children and how do we know ● Meet and share the successes with the group so this grows our teacher capabilities across our community | | |

Achievement Challenge 2.2 Year 6,7 & 8 Mathematics

Rationale

We aim to lift achievement in Year 6, 7 and 8 students in mathematics to ensure that all students are achieving At or Above the National Standard.



Current Data

There are 332 students in Years 6, 7 and 8 of whom 76 (23%) are currently below expected levels. Of these 16 (5%) are Well Below. 77% (256) are at or above

| Movement of CoL BRC Year 6, 7 & 8 Mathematics | | | | | | |
|---|-------------|-------|--------------|--------------|-------------|---------|
| | Actual 2016 | | Targets 2017 | Targets 2018 | Target 2019 | % shift |
| Balclutha | 44/56 | 78.5% | 80% | 82.5% | 85% | 6.5% |
| Clutha Valley | 24/38 | 63.1% | 75% | 80% | 85% | 21.9% |
| Clinton | 27/31 | 87% | 89% | 92% | 94% | 6% |
| Kaitangata | 23/33 | 69.6% | 70% | 75% | 80% | 10.4% |
| Romahapa | 13/18 | 72.2% | 80% | 85% | 87% | 14.8% |
| Rosebank | 70/94 | 74.4% | 85% | 88% | 91% | 16.6% |
| St Josephs | 15/19 | 78.9% | 80% | 82.5% | 85% | 6.1% |
| Stirling | 5/9 | 55.5% | 65% | 70% | 80% | 24% |
| Tahakopa | x | x | x | x | x | x |
| Waiwera South | x | x | x | x | x | x |
| Warepa | 22/22 | 100% | 100% | 100% | 100% | 0% |

Note: x = data has been redacted

Planned Actions

85% (282) of students at years 6, 7 and 8 will be at or above the standard

This will be an overall increase of 8% in achievement by shifting 26 students.

| | | |
|------|---|---|
| 2017 | By the end of 2017 at least 78% of students at Years 6, 7 and 8 will be at or above the standard | <p>School Planned Actions:</p> <ul style="list-style-type: none"> ● Involvement of teachers incorporating meetings and moderation especially around the secondary transition point of the Kāhui Ako learners. From the above meetings we will be able to identify and share teachers' strengths in mathematics ● Review boys' and girls' attitude towards mathematics through student agency and data collection organised by Davis vision ● Improve teacher knowledge and practice about how to best engage boys and girls in mathematics ● Learners to make connections between the purpose of mathematics and their ability to meet that need ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and whanau voice etc) ● Review and consolidate practices identified as contributing towards raising learner achievement. Rosebank and Balclutha School are to implement PLD opportunities in 2017 with Averil Lee from Otago University. This will include observation, staff meetings, report back and 'fishbowl' teaching techniques |
| 2018 | By the end of 2018 at least 82% of students at Years 6, 7 and 8 will be at or above the standard | <ul style="list-style-type: none"> ● Continue with the implementation of initiatives (eg Averil Lee) review and monitor ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and student voice etc) |
| 2019 | By the end of 2019 85% of students at years 6, 7 and 8 will be at or above the standard This will be an overall increase of 8% in achievement. | <ul style="list-style-type: none"> ● Consolidate practices identified as contributing towards raising learner achievement |

Achievement Challenge 2.3 Maori Students Mathematics

Rationale

We aim to lift achievement of mathematics for Māori students to ensure that all students are At or Above the National Standard.

Current Data

There are 156 Māori students of whom 23 (15%) are currently below expected levels. **Of these, 1 (3%) are Well Below.**85% are at or above.

| Movement of CoL BRC Maori Students Mathematics | | | | | | |
|--|-------------|-------|--------------|--------------|-------------|---------|
| | Actual 2016 | | Targets 2017 | Targets 2018 | Target 2019 | % shift |
| Balclutha | 30/35 | 85.7% | 87% | 89% | 92% | 6.3% |
| Clutha Valley | 15/17 | 88.2% | 90% | 92% | 95% | 6.8% |
| Clinton | 21/22 | 95.5% | 96% | 98% | 100% | 4.5% |
| Kaitangata | 15/21 | 71.4% | 72% | 75% | 80% | 8.6% |
| Romahapa | x | x | x | x | x | x |
| Rosebank | 27/36 | 75.0% | 85% | 88% | 91% | 16% |
| St Josephs | x | x | x | x | x | x |
| Stirling | 10/12 | 83.3% | 85% | 87% | 90% | 6.7% |
| Tahakopa | NA | NA | NA | NA | NA | NA |
| Waiwera South | NA | NA | NA | NA | NA | NA |
| Warepa | 7/8 | 87.5% | 100% | 100% | 100% | 12.5% |

Note: x = data has been redacted

Planned Actions

We aim to raise the achievement of 10.2% (16) of Maori Students across the Kāhui Ako

| | | |
|------|--|--|
| 2017 | By the end of 2017 at least 89% of Maori students will be at or above the standard | <p>Planned Actions</p> <ul style="list-style-type: none"> ● Involvement of teachers incorporating meetings and moderation especially around the transition points of the Kāhui Ako learners. From the above meetings we will be able to identify and share teachers' strengths in mathematics ● Review boys' and girls' attitude towards mathematics through student agency and data collection organised by Davis vision ● Engage whānau in their children's learning ● Improve teacher knowledge and practice about how to best engage Māori learners in mathematics learning ● Māori learners to make connections between the purpose |
|------|--|--|

| | | |
|------|---|---|
| | | <p>of mathematics and their ability to meet that need</p> <ul style="list-style-type: none"> ● Authentic mathematics contexts that involve a Māori world view ● Improve teachers' culturally responsive practice that leads to improvements in outcomes in mathematics for Māori learners ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and whanau voice etc) ● Review and consolidate practices identified as contributing towards raising learner achievement. Rosebank and Balclutha School are to implement PLD opportunities in 2017 with Averil Lee from Otago University. This will include observation, staff meetings, report back and 'fishbowl' teaching techniques |
| 2018 | By the end of 2018 at least 91% of Maori students will be at or above the standard | <ul style="list-style-type: none"> ● Continue with the implementation of initiatives (eg Averil Lee) review and monitor ● Complete scanning and developing a hunch phases of spiral inquiry cycle (including data analysis, reflecting on teacher practice, collecting learner and student voice etc) ● Consolidate practices identified as contributing towards raising learner achievement. |
| 2019 | By the end of 2019 93% of Maori students will be at or above the standard This will be an increase of 10%% across the community. | |

Early Childhood Planned Actions:

- Focus as a group on the cycle of "Spiral of inquiry" and get familiar with the process to use to guide changes in practice as we move forward
- Use our current Self Review process to:
 - Observe and record what is happening in our centres currently in regards to the opportunities given to our learners to grow their mathematical thinking
 - Conduct research on what is best practice in providing provocations for our learners around mathematics
- Meet together to share findings around best practice to build on teachers knowledge and share strengths
- From the information gathered formulate an action plan on changes in practice needed to engage children in Mathematical processing and language
- Implement action plan
- Meet again to share findings on how the changes have impacted on the learners

Goal 3 Science (ECE, Primary and Secondary)

The increasingly scientific and technological society we live in means that the biggest growth areas worldwide – and where most of the skill shortages – are in occupations linked to STEM subjects (science, technology, engineering and mathematics). We believe Science education is an essential component of core knowledge which will prepare our young people to be effective contributors to New Zealand society

We want our learners to see themselves as scientific thinkers by fostering their curiosity through investigation, experimentation, imagination and reasoning.

in 2016 17.5% (19) of the year 7 and 8 students tested were low achievers in science.

2016 results show that less than 50% of Year 10 students achieved at Curriculum Level 5 or above

Achievement Challenge 3.1 Year 10 Students

Rationale

Our aim is to lift achievement in science to ensure that all students are achieving At or Above the expected curriculum level for their year group by the end of 2019.

The increasingly scientific and technological society we live in means that the biggest growth areas worldwide – and where most of the skill shortages – are in occupations linked to STEM subjects (science, technology, engineering and mathematics). Local tertiary providers and employers in our region tell us that this is an important career path for our students. We believe Science education is an essential component of core knowledge which will prepare our young people to be effective contributors to New Zealand society.

Current Data

| South Otago High School | At/Above Curriculum Level 5 |
|-------------------------|--|
| 2015 | 67% (80 students) |
| 2016 | 58.4% (66 Students) |
| 2017 | By the end of 2017 at least 55% (56 students) of year 10 students achieving at or above Curriculum Level 5 |
| 2018 | By the end of 2018 at least 65% (69 students) of year 10 students achieving at or above Curriculum Level 5 |
| 2019 | By the end of 2019 at least 70% (68 students) of year 10 students achieving at or above curriculum level 5 |

The difference in numbers in 2015/2016 is affected as the way this data has been collated has changed. In previous years students who were at 5b may have been included and the rationale is now that only students at 5p or higher should be included. In the past students who did not sit the assessment would have been excluded from the data analysis therefore the data was not a true reflection of what we know for sure. Students who do not sit in 2016 would obviously show as below 5 on the NZC, where as in the past they would not have featured at all!

| SOHS Senior School | | | | |
|--------------------|-------------------------------|-----------------|-------------------|-----------------|
| Year | Level 1 Science | Level 2 physics | Level 2 Chemistry | Level 2 biology |
| 2017 | 77 (+22 in technical science) | 44 | 25 | 27 |
| 2016 | 114 | 23 | 34 | 49 |
| 2015 | 91 | 42 | 20 | 36 |

Minor discrepancies occur as students may not complete a course because they do the standards that they need. A further complication is that some may select to a short science programme on a Friday for a term. These students are working to complete specific standards to meet the needs for courses or employment. To extract this data would be challenging as some students are also choosing the Friday option for a term as a tutorial to improve their achievement at NCEA in their Mon-Thurs course. To differentiate the two cohorts would be difficult and time consuming and I am not sure what the benefit would be.

Planned Actions

To lift science achievement for students to ensure that all Year 10 students achieve at Curriculum Level 5 or above

This will be achieved through students engaging in an inquiry learning process to target students at risk. To support this the HoD and teaching staff will engage in professional development to support the work required to raise the level of student achievement.

We will build teacher capability through the shared understanding of a community wide science curriculum

We will work with colleagues across the sector using an inquiry cycle to identify the strengths and needs of leaders and teachers in terms of teaching practice and teacher knowledge of all strands of the science curriculum and in our understanding of the nature of science.

The way in which the data is collected will change. In the future we anticipate that we will have a far more consistent data collection by using the NZCER assessment which will be marked electronically.

Achievement Challenge 3.2 Year 1-8 Students

Rationale

The primary sector wishes to support the achievement challenge set by the Secondary School. We aim to lift science achievement for students from Year 1 to Year 8 so they are achieving at the appropriate curriculum level

Current Data

Of the 109 year 7 and year 8 students tested using the NZCER science test in 2017 17.5% (19) were low achievers, 70% (73) were achieving in the mid range and 15.5% (17) were achieving at a high range.

Planned Actions for increasing science achievement at Y7/8

Have 95% of year 7/8 students achieving at or above the standard

| | | |
|------|--|--|
| 2017 | By the end of 2017 at least 80% of students will be achieving at or above the expected curriculum level. | Develop a science curriculum pathway from year 6 through to year 11. This will strengthen science across the Kāhui Ako Extend the already strong links with the Otago University Outreach programme. Currently they visit some schools three or four times a year. |
| 2018 | By the end of 2018 at least 90% of students will be achieving at or above the expected curriculum level. | Extend the curriculum pathway to from year 4 -to year 11 The focus on science will provide authentic contexts to develop students key competencies including literacy. This will enable students to organise and test ideas, problem-solve and apply learning to practical situations. |
| 2019 | By the end of 2019 95% of the students will be achieving at or above the expected curriculum | Extend the curriculum pathway from ECE to Year 11. Formal meetings on the nature of science will be an integral part of the Kāhui Ako |

Achievement Challenge 3.3 Early Childhood

Rationale prepared by Early Childhood centres within the Kāhui Ako

Raise awareness of the nature of science within the ECE centres.

Planned Actions

| | |
|------|---|
| 2017 | By the end of 2017 teachers will be using the language of science. |
| 2018 | By the end of 2018 children will be using the language of science. |
| 2019 | By the end of 2019 there will be documentation in each child's individual learning journey demonstrating knowledge, skills and attitudes associated with scientific thinking. |

Goal 4 NCEA

Achievement Challenge 4.1 Merit and Excellence endorsements

Rationale

To lift achievement to ensure that 75% of students are gaining NCEA Level 2 with an endorsement, either Merit or Excellence, or a Vocational Pathway Award.

Current Data

| Year 12 NCEA level 2 | 2015 | | 2016 | |
|-------------------------|-------------------|---------------------|-------------------|--------------------|
| | Merit /Excellence | Vocational Pathway | Merit/Excellence | Vocational Pathway |
| South Otago High School | 42% (45 Students) | 30.9% (33 Students) | 24% (24 Students) | 35% (35 Students) |

Planned Actions

| | | |
|------|--|---|
| 2017 | By the end of 2017 at least 65% (73 Students) of level 2 qualifications will have an endorsement | <p>During 2017 the school will establish a mentoring programme aimed to provide support to students to raise their achievement. Students, family whanau will engage in conferencing where students will discuss their learning goals and next steps to learning.</p> <p>In addition we will re-develop our senior option structure to reduce the assessment stress on students, provide enhanced opportunities for students to achieve NCEA credits through alternative means such as work experience, short courses and in partnership with tertiary providers.</p> <p>Students will also have the opportunity to engage in tutorials in subjects where they are struggling or to gain practical assistance in study skills.</p> |
| 2018 | By the end of 2018 at least 70% (75 Students) of level 2 qualifications will have an endorsement | <p>Review the above initiatives to determine the benefits to student engagement and achievement.</p> <p>To support the ongoing development the school will also start to develop and roll out a graduate profile to provide a sense of purpose to students achievement in the junior school years.</p> |
| 2019 | By the end of 2019 at least 75% (76 Students) of level 2 qualifications will have an endorsement | Review of the above initiatives with the intention to extend the graduate profile to the senior years. |

Achievement Challenge 4.2 NCEA Achievement Levels

Rationale

To ensure that 95% of SOHS school leavers have achieved at least NCEA level 2 by 2019.

Current Data

| School Leavers NCEA level 2 | 2015 | | | 2016 | | |
|--------------------------------|-----------------|----------------|----------------|----------------|----------------|----------------|
| | Total | Females | Males | Total | Females | Males |
| South Otago High School | 88.2% 90/102 | 92.5% 49/53 | 83.7% 41/49 | 85.1% 80/94 | 91.3% 42/46 | 79.2% 38/48 |

Planned Actions

| | | |
|------|---|---|
| 2017 | By the end of 2017 at least 90% of school leavers will have gained NCEA level 2 | <p>During 2017 the school will establish a mentoring programme aimed to provide support to students to raise their achievement. Students, family whanau will engage in conferencing where students will discuss their learning goals and next steps to learning.</p> <p>In addition we will re-develop our senior option structure to reduce the assessment stress on students, provide enhanced opportunities for students to achieve NCEA credits through alternative means such as work experience, short courses and in partnership with tertiary providers.</p> <p>Students will also have the opportunity to engage in tutorials in subjects where they are struggling or to gain practical assistance in study skills.</p> |
| 2018 | By the end of 2018 at least 92% of school leavers will have gained NCEA level 2 | <p>Review the above initiatives to determine the benefits to student engagement and achievement.</p> <p>To support the ongoing development the school will also start to develop and roll out a graduate profile to provide a sense of purpose to students achievement in the junior school years.</p> |
| 2019 | By the end of 2019 95% of school leavers will have gained NCEA level 2 | <p>Review of the above initiatives with the intention to extend the graduate profile to the senior years.</p> |

Strategic Plan Review and compliance

What do we expect to see?

Leaders: WST,AST, DP's,AP's, Principals

- Attendance at high quality focused PLD opportunities
- Mentoring and feedback
- Reflective statements gathered from stakeholders
- Shift in data from NZCER TPS
- Anecdotal and concrete evidence of involvement and change in practice
- Inquiry accepted as best practice
- Engaged and Collaborative
- Peer to peer review
- Data exchange and moderation processes well established

Teachers : ECE, Primary, Secondary, RTLI, RTLB

- Attendance at high quality PLD opportunities
- Observations and report back
- Reflective analysis
- Focus on achievement and goals
- Moderated data -CoL wide consistency and reliability
- Willingness to take on leadership roles
- Shared interventions
- Transition points process flow smoothly with increased understanding of requirements

Students

- Improved achievement in literacy, mathematics, science
- Improved NCEA achievement and increased merits/endorsement
- Shared interventions

Family /Whanau

- Informed
- Aware
- Involved

Governance: Bot, CoL governance

- Informed
- Involved
- Common PLD including STA conference for BOT members
- Raised awareness of appraisal documentation
- Streamlined reporting and common charter goals across Kāhui Ako