Te Hapori ō Akoranga ki Whakatū (HōA) - Nelson City Community of Learning (CoL)
2015 – 2018
Executive Summary

Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.

Don’t paddle out of unison, our canoe will never reach the shore.
Ngā Wawata - Vision

Collaborate for success in Whakatū to measure and accelerate achievement through enhanced learning opportunities for all students. The CoL aims to enhance collaborative relationships to strengthen student/whānau transition between kura to ensure a seamless/smooth pathway and deeper engagement in learning.

Ko wai Mātou? Who are we?

Nelson Community of Learning 10 schools/centres in the Nelson Region:

In alphabetical order:


The Nelson CoL’s are part of the Nelson Principals Association (primary). There are only two secondary options in this area: Nelson College for Girls and Nelson College so the pathway for the majority of students in these 8 schools is to one of the two colleges.

The Nelson region has become increasingly culturally diverse, presenting both opportunities and challenges for schools to respond to and effectively engage students in their learning. Diversity is particularly reflected in the increased number of Pacific students, children of refugee families and international students attending local schools. There is some disparity in the achievement levels of Māori and Pasifika students both at primary school and secondary levels and this is an area that schools are generally targeting through data analysis and planning. ERO 2015
Te Timatanga – The Beginning

The Nelson City CoL met regularly to discuss progress before the draft plan was presented to the Boards of Trustees for review and then finally to the combined community for feedback.

The Nelson City CoL used the Google Drive to share 2014 data and information, with each school entering its achievement data and the planning group sharing its progress and giving opportunity for each school to give feedback. Schools agreed to take individual responsibility for sharing the information with their own Boards and staff.

The Nelson Community consists of five contributing schools with students in Years 1 to 6, one full primary, one intermediate school, two secondary schools and is working alongside the Nelson Tasman Kindergarten Association. The configuration provides opportunities for a strengthened student-centred pathway. There are no significant performance concerns, with two of the schools having a four-to-five year return time for their next ERO visit and the other seven schools having a three year return time.

Schools in this community host a range of educational facilities and community services. One school shares its campus with community services, social agencies and a kōhanga reo. Other schools host a variety of services on their grounds including a local Pacifica fono cluster, a kindergarten and Teen Parent Unit. Two schools offer both te reo Māori and English-Medium classes.

Secondary students benefit from the establishment of a Trades Academy at Nelson College. The centre was built with business and financial support from the local community and offers a wide variety of courses suited to the different pathway requirements of students. Students can also participate in Top of the South Academy courses offering students vocational pathways with Nelson Marlborough Institute Technology.

Both colleges have school hostels, and international students stay in either the hostels or home-stays. ERO 2015
### Wero Angitū - Achievement Challenges

1. **Writing:** At the end of 2014, 20.89% (226/1082) of boys achieved below and well below the National Standard. Our challenge is to raise boys’ achievement from 79.11% achieving at/above, to 85.11% in 2017.

<table>
<thead>
<tr>
<th>Baseline Data 2014</th>
<th>% Gain</th>
<th>2015</th>
<th>% Gain</th>
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<th>2017</th>
<th>% Gain</th>
<th>2018</th>
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<tbody>
<tr>
<td>79.11% (856/1082)</td>
<td>+ 2% #22</td>
<td>81.11% (878/1082)</td>
<td>+ 2% #22</td>
<td>83.11% (900/1082)</td>
<td>+ 2% #22</td>
<td>85.11% (922/1082)</td>
<td>+ 2% #22</td>
<td>87.11% (944/1082)</td>
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2. **Writing:** At the end of 2014, 37.94% (129/340) of Māori ākonga/students achieved below and well below the National Standard. Our challenge is to raise Māori ākonga/student achievement from 62.06% achieving at/above, to 85% in 2017.

<table>
<thead>
<tr>
<th>Baseline Data 2014</th>
<th>% Gain</th>
<th>2015</th>
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<tbody>
<tr>
<td>62.06% (211/340)</td>
<td>+ 10% #34</td>
<td>72% (245/340)</td>
<td>+ 8% #27</td>
<td>80% (272/340)</td>
<td>+ 5% #17</td>
<td>85% (289/340)</td>
<td>+ 2% #7</td>
<td>87% (296/340)</td>
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3. **Tuhituhi:** At the end of 2014, 51% (40/79) of ākonga/students achieved below and well below Ngā Whanaketanga. Our challenge is to raise ākonga/student achievement from 49% to 85% achieving at/above, to 85% in 2017.
<table>
<thead>
<tr>
<th>Baseline Data 2014</th>
<th>% Gain (BPS Target)</th>
<th>2015</th>
<th>% Gain</th>
<th>2016</th>
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<th>2017</th>
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<tbody>
<tr>
<td></td>
<td>+16%</td>
<td>65%</td>
<td>+10%</td>
<td>75%</td>
<td>+10%</td>
<td>85%</td>
<td>+2%</td>
<td>87%</td>
</tr>
<tr>
<td>#13</td>
<td>(52/79)</td>
<td>(60/79)</td>
<td>#8</td>
<td>(68/79)</td>
<td>#8</td>
<td>(70/79)</td>
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4. Maths: At the end of 2014, 23.18% (249/1074) of girls achieved below and well below the National Standard. Our challenge is to raise girls' achievement from 76.82% achieving at/above, to 85.82% in 2017.

<table>
<thead>
<tr>
<th>Baseline Data 2014</th>
<th>% Gain (BPS Target)</th>
<th>2015</th>
<th>% Gain</th>
<th>2016</th>
<th>% Gain</th>
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<th>% Gain</th>
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<tbody>
<tr>
<td></td>
<td>+3%</td>
<td>79.82%</td>
<td>+3%</td>
<td>82.82%</td>
<td>+2%</td>
<td>85.82%</td>
<td>+1%</td>
<td>86.82%</td>
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<tr>
<td>#32</td>
<td>(857/1074)</td>
<td>(889/1074)</td>
<td>#32</td>
<td>(922/1074)</td>
<td>#21</td>
<td>(933/1074)</td>
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5. Maths: At the end of 2014, 31% (41/133) Māori ākonga/students achieved below and well below the National Standard. Our challenge is to raise Māori ākonga/student achievement from 69% to 85% in 2017.

<table>
<thead>
<tr>
<th>Baseline Data 2014</th>
<th>% Gain (BPS Target)</th>
<th>2015</th>
<th>% Gain</th>
<th>2016</th>
<th>% Gain</th>
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<tbody>
<tr>
<td></td>
<td>+6%</td>
<td>75%</td>
<td>+5%</td>
<td>80%</td>
<td>+5%</td>
<td>85%</td>
<td>+1%</td>
<td>86%</td>
</tr>
<tr>
<td>#8</td>
<td>(100/133)</td>
<td>(107/133)</td>
<td>#7</td>
<td>(114/133)</td>
<td>#7</td>
<td>(115/133)</td>
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6. Pāngarau: At the end of 2014, 35% (21/60) Māori ākonga/students achieved below and well below. Our challenge is to raise Māori ākonga/student achievement from 65% to 85% in 2017.

<table>
<thead>
<tr>
<th>Baseline Data 2014</th>
<th>% Gain (BPS Target)</th>
<th>2015</th>
<th>% Gain</th>
<th>2016</th>
<th>% Gain</th>
<th>2017</th>
<th>% Gain</th>
<th>2018</th>
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<tbody>
<tr>
<td>65% (39/60)</td>
<td>+10% #6</td>
<td>75%</td>
<td>+5%</td>
<td>80%</td>
<td>+5%</td>
<td>85%</td>
<td>+1%</td>
<td>86%</td>
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</table>
| (45/60)           |                     | (48/60) | #3     | (48/60) | #3     | (51/60) | #1     | (52/60) |}

7. NCEA Level Two: At the end of 2014, 17.5% (76/434) of ākonga/students left school without NCEA Level 2. In comparison 31% (13/42) of Māori ākonga/students left school without NCEA Level 2. Our challenge is to raise Māori ākonga/student achievement at NCEA Level 2 from 69% to 85% in 2017.

<table>
<thead>
<tr>
<th>Baseline Data 2014</th>
<th>% Gain (BPS Target)</th>
<th>2015</th>
<th>% Gain</th>
<th>2016</th>
<th>% Gain</th>
<th>2017</th>
<th>% Gain</th>
<th>2018</th>
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</thead>
<tbody>
<tr>
<td>Leavers with NCEA Level 2 or above + 69% Māori ākonga/students</td>
<td>+ 5%</td>
<td>74%</td>
<td>+6%</td>
<td>80%</td>
<td>+5%</td>
<td>85+%</td>
<td>+2%</td>
<td>+87%</td>
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</table>

8. NCEA Level Two Endorsement: At the end of 2014, 31% (9/29) Māori ākonga/students achieved NCEA Level 2 with Merit or Excellence endorsement, which is below the level of Non- Māori students (50%). Our challenge is to raise the proportion of Māori ākonga/students achieving Excellence or Merit endorsement to at least 50% in 2017.
<table>
<thead>
<tr>
<th>Baseline Data 2014</th>
<th></th>
<th>2015</th>
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<th>2016</th>
<th></th>
<th>2017</th>
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<th>2018</th>
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<tbody>
<tr>
<td>31%</td>
<td>+4%</td>
<td>35%</td>
<td>+5%</td>
<td>40%</td>
<td>+5%</td>
<td>45%</td>
<td>+5%</td>
<td>50%</td>
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</tbody>
</table>

**Reporting Progress Against Achievement Challenges**

The Nelson City CoL will meet each term to monitor and evaluate the progress towards meeting the achievement challenge. A report will be shared with each Board of Trustees.
### Whaia te iti kahurangi - Taking Action (Achieving at Standard)

- Build the right evaluative capabilities among teachers and staff
- Consistent teacher judgment and formative assessment practice used within schools and across the primary/secondary sectors
- Educationally powerful relationships developed with ECE and Tertiary to:
- Strengthen attainment
- Strengthen transition
- Strengthen common understanding of good practice

The CoL will focus on student’s transition to school developing:

- Leaders and teachers in early childhood services and schools understood the links between Te Whāriki and New Zealand Curriculum (NZC)/Te Marautanga o Aotearoa (TMoA) and provided a curriculum that was relevant and meaningful for children
- Children’s previous interests, strengths, prior knowledge and dispositions for learning were known and used to develop relevant and responsive learning for children
- Culturally responsive teaching and assessment contributed to children’s sense of themselves as confident learners
- Strong learning partnerships with parents and whānau supported children as they approached and transitioned to school. ERO (2015)

- Many schools are at the point of, or in the process of reviewing their curriculum to ensure that the content, processes and delivery match the diverse needs and interests of their student populations. There is plenty of scope to share some of the high quality planning and delivery practices operating in different schools across the community, particularly in areas such as the use of integrated and inquiry approaches, the use of literacy and mathematics across learning areas, and critical thinking and authentic learning experiences. ERO 2015
Whaia te iti kahurangi - Taking Action (Achieving Potential)

- Develop a consistent shared definition within schools and across sectors of Māori students enjoying educational success as Māori
- Develop a consistent shared definition within schools and across sectors of students with special education needs (using a range of cultural lenses)
- Develop a consistent shared definition within schools and across sectors of gifted and talented ākonga/students (using a range of cultural lenses)
- Co-construct a graduate profile with Māori whānau, pasifika fono and ELL parents
- Students at & above are motivated learners and achieving their full potential academically
- Ākonga/Students with special education needs are motivated learners and achieving their full potential academically
- ELL students are motivated learners and achieving their full potential academically
- Consistent progress and improved literacy and numeracy results
- Increase the retention and achievement of senior Māori secondary students to ensure they have the ability to make a successful transition from school to tertiary study, training or employment.

Schools are making good progress in improving the quality and consistency of teaching. Some schools have clear guidelines and expectations for teachers, and have accessed appropriate PLD to support them to raise the quality of their teaching. There is evidence that teachers in a number of schools work collaboratively, and professional discussions enhance the confidence and consistency of their teaching practices. These are approaches that could also be shared with all schools. ERO 2015
Whaia te iti kahurangi - Wellbeing/Engagement (What will we do differently?)

Establish Nelson CoL agreed protocols and consistent practice for:

- Supporting high risk ākonga/students and their whānau
- Transitioning students between sectors and schools
- Managing behaviour positively to retain ākonga/students in school
- Supporting newly enrolled transient ākonga/students
- Effective cross sector collaboration to embed common understandings and strong pastoral care practice
- Improved wellbeing indicators
- Improved attendance data; especially beyond 16 years of age
- Improved retention data
- Improved engagement data
- Increased engagement by whānau in their child’s learning and the life of the school
Most schools have well developed systems for gathering, collating and reporting assessment information. They use the information to recognise patterns and trends, and to develop strategies for teaching and learning in response. Some schools have a strong focus on ensuring that assessment is both referenced and actioned. They have strong moderation practices to ensure that judgments were becoming more reliable and consistent.

Students in the Nelson Community learn in schools where there are high expectations for them to achieve and to engage successfully with learning. Most students entering school have participated in some form of early childhood education and the majority make steady progress in reading, writing and mathematics during the primary years. At secondary level students are achieving at or near National targets. ERO 2015

**Areas for improvement include:**

To make increased use of achievement data to show progress over time, enabling them to better evaluate the impact of different interventions. Other areas for development included ensuring that data was presented clearly and consistently, and was broken down to show the progress of target groups. ERO 2015

Strengthening appraisal systems to better identify teachers’ goals and areas requiring support – especially in relation to achievement challenges

Developing a shared understanding and model of self review, against clear indicators of success

Strengthening the ability to recognise and respond to the needs and aspirations of a culturally diverse community.

Although the numbers of Māori and Pasifika ākonga/students and young people is relatively small, there is a general need to increase awareness of their performance and aspirations. Both groups do well in comparison to the national achievement profile for their respective cohorts but there is a gap at both primary and secondary level in overall achievement. ERO 2015
Whaia te iti kahurangi - Achievements so far

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

<table>
<thead>
<tr>
<th>Raising Achievement:</th>
<th>Health and Well being:</th>
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<tbody>
<tr>
<td>• Student Achievement Function (SAF)</td>
<td>• PB4L</td>
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<tr>
<td>• OTJ workshops</td>
<td>• Social Worker in Schools (SWiS)</td>
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<tr>
<td>• National Standards/NGā Whanaketanga workshops</td>
<td>• Incredible Years</td>
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<tr>
<td>• Appraisal Workshops</td>
<td>• Modern Learning Pedagogy</td>
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<td>• Formative Assessment – Shirley Clarke</td>
<td>• Use of Inclusive Practice Tool</td>
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<td>• Ka Hikitia – Accelerating Success 2013-2017</td>
<td>• Open to Learning Conversations</td>
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<td>• Tātaiko</td>
<td>• Restorative practice</td>
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<td>• Tau Mai Te Reo – The Māori Language in Education 2013-2017</td>
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<tr>
<th>Literacy:</th>
<th>Tumuaki and Management</th>
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<tr>
<td>• Reading Together</td>
<td>• Culturally responsive and relational pedagogy focusing on raising Māori achievement</td>
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<tr>
<td>• Reading Recovery</td>
<td>• Tātaiko school-wide development</td>
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Numeracy:
- Numeracy Project
- Pāngarau
- Maths Specialist Teacher (MST)
- ALIM - Accelerated Learning in Maths

Leadership/Governance
- Aspiring Principals Programme (NAPP)
- First Time Principals Programme (FTP)
- Growth Mindset – Carol Dweck/Guy Claxton
- Hautū NZSTA
- Principal Sabbaticals
- TU Rangatira
Ngā Mea Pai Strengths

- ICT cluster
- Inter-school Sports
- Writing moderation between schools
- Reporting to parents collaboration between our schools
- PLD – involvement
- Shared timetable in the Senior School (across colleges)
- Academic mentoring by students
- Big brothers/Big Sisters – mentoring in the community
- NMIT Students
- College students support with PE in primary sector
- Work experience – Gateway programme
- Treaty of Waitangi development across the schools 2014
- Tuakana/Teina programme – VPS/NIS
- Trades Academy – TOTSTA and NC Trades Academy
- Refugee programmes – Afterschool programme, Foundation English
- Year 10 Maori Careers programme
- Refugee Careers programme
School trustees in this community were supportive of school leaders and well informed about student achievement, using data to make decisions, set targets and monitor progress. Trustees participated in professional learning and development targeted to their needs.

Several schools promote ongoing partnership with families and Whānau. They consult with parents, whanau and school associations. A couple of schools are quite creative in the ways they engage with families and this would be useful to share.

Some schools have looked at key transition points and this could be an area for the community to further explore. Lashlie (2005) found that one of the factors important for successful school leaving for boys was merely staying at school until the end of the Year 13. This is because it takes boys longer to achieve a high level of maturity and self-management than girls, and that boys' schools in particular can “hold boys steady while the chaos of adolescence sorts itself”. Simply keeping boys at school (by making school relevant) until they have decided what they want their next step in life to be can reduce the chances of a boy “arriving at a prison gate”. Education Counts 2014

In general, primary schools have very good relationships with ECE services and there are some useful exchanges of information between primary and secondary level and between secondary and tertiary institutions. Schools skilled in this aspect use these relationships to strengthen the processes for students moving from one part of the education sector to another.

Most schools in this community had strong, committed leaders who enabled staff to share their strengths. They delegated responsibility and supported staff members to develop their own leadership skills. They had high expectations, and promoted collaboration among staff.
Education Counts. (2014). *Retention Indicator Report 2014*


Education Review Office. (2015). *Continuity of learning: transitions from early childhood services to schools*


Ministry of Education. (2011). *Tātaiako – Cultural Competencies for Teachers of Māori Learners*


Ministry of Education. (2013). *Tū Rangatira – Māori Medium Educational Leadership*