Matariki Cluster

William Colenso College

Piki Ake Kake Ake
Kia Hāngai Teitei

RICHMOND SCHOOL
Rich in Skills - Rich in belief

HUKARERE
GIRLS' COLLEGE

Te Awa School
Founded 1925
"Truth Without Fear"

"Our Best Always"

Kia Kairangi te tū!
Striving for excellence together/collectively!

Matariki Community of Learning

(Matariki is represented by the seven stars. It represents a new beginning and a celebration of what we hold.

2015 – 2018

VISION

To maximise student outcomes through collaboration.

MATHEMATICS

We intend to raise achievement in National Standard for Mathematics so that 80% of the students in Years 1 – 8 are at or above by 2017

At end of 2014 - 237/828 students in Year 1 - 8 were below or well below National Standard.2014)

PĀNGARAU

We intend to raise achievement in National Standard for Pāngarau so that 79% of the students are at or above by 2017

In 2015 37 / 95 students in Year 1 to 8 are at Manawa Aki me Manawa Taki.

SCIENCE

We intend to increase by 150% the number of Year 11 students achieving 15 credits or more in NCEA Level 1 Science by 2017

Only 10/54 students achieved 15 or more credits in NCEA Level 1 Science in 2014. (excluding Horticulture)

Sub-Goals to support our primary achievement goals

Integration of E-Learning across all curriculum areas to improve student engagement and achievement, through individualised learning.

Increase the number of students participating in NCEA Level 1 Science to 70 by the start of 2017.

Improve the readiness for learning by targeting specific programmes that will improve the consistency and quality of transitions from ECC, Primary, Middle years and Secondary schools.

The COS learning community to be seen as educational leaders in the local, national and international community, by providing programmes, teaching interventions, progressive future focused pedagogy and community and student agency.

Increase the number of students learning and achieving Te Reo Māori me ōna Tikanga and as a medium for instruction, whilst also strengthening the working relationships with iwi, Ngāti Kāhungunu.

OUR DATA ANALYSIS (what we found)

What process we used to identify our achievement challenges.

In November 2014 all principals in the Matariki CoL met and shared data in relation to strengths and areas for improvement within their schools. This data was discussed and links were made across schools, comparing and contrasting strengths and challenges.

Throughout Term One 2015 as a groups the principals visited each school. The purpose of the visit was to build relationships based on getting to know the schools and the transparent sharing of data. The host principal shared the school culture and detailed data based on strengths and challenges.

The board chairs of each school met during Term One. The purpose of this meeting was to discuss the data and board aspirations for the CoL. The group worked on designing a vision, whakatauki, shared values and a name for the CoL .

At the end of Term One 2015 all teachers in the Matariki CoL met. The purpose of this meeting was for teachers to start the process of building professional relationships, as many of them were going to be working together in addressing the achievement challenges.

During the remainder of 2015 teachers were identified within each school to represent their school on an action planning group. Each group is designed to build an action plan for improvement based on the evidence generated around each goal. These groups are forming the heart of the CoL as they begin to share data and practice.

What data did we use?

At the beginning of our process of identifying our achievement challenges all school principals identified areas of strength and areas for improvement within their schools. A range of data was used to identify these areas. Data included:

- National Standards
- Numeracy
- E-asTTle (Reading, Writing, Maths)
- STAR
- Attendance
- Curriculum Progressions
- Community voice

Matariki CoL Education Profiles

Based on the 2012 – 2013 and the 2013 – 2014 Education Profiles we found there were significant achievement challenges facing our community. The following data helped inform our Community of Learning challenges and goals:

2013

- 57.4% of 18 Year Olds with NCEA Level 2 (Target 85%)
- 50.6% of Māori 18 Year Olds with NCEA level 2 (Target 85%)
- 62.9% of all students at or above National Standards Maths
- 61.9% Māori students at or above National Standards in Maths
- 64.5% Pasifika students at or above National Standards Maths
- 37.1% students are at Manawa ora me Manawa toa in Pāngarau

2014

- 63.0% of 18 Year Olds with NCEA Level 2 (Target 85%)
- 64.2% of Māori 18 Year Olds with NCEA level 2 (Target 85%)
- 71.9% of all students at or above National Standards Maths
- 66.0% Māori students at or above National Standards in Maths
- 58.1% Pasifika students at or above National Standards Maths
- 61.1% students are at Manawa ora me Manawa Toa in Pāngarau

William Colenso College (Years 7 – 13)

- Attendance and Lateness is an issue.
- Numbers of students participating and achieving in NCEA Level One Science is lower than expected.
- A number of students are not meeting end of year expectations in Maths at year 7 and 8.

Hukarere Māori Girls College

- Numbers of students participating and achieving in NCEA Level One Science is lower than expected.
- Transition into the boarding environment is a challenge

Henry Hill Primary

- Transitions (adapting to the schooling environment from ECC)
- Oral Language
- A number of students are not meeting end of year expectations in Maths
- Year 5 Boys have identified issues relating to behaviour and self-management.

Te Awa Primary

- Transitions (adapting to the schooling environment from ECC)
- Student Engagement (re-focusing on making learning fun)

Richmond Primary

- Transitions (adapting to the schooling environment from ECC)
- A number of students are not meeting end of year expectations in Maths
- Challenges faced by students within the community

Marewa Primary

- Transitions (adapting to the schooling environment from ECC)
- Transience
- Boys Achievement is lower than girls

Maraenui Bilingual (Years 1 – 8)

- Achievement in Literacy and Numeracy needs improvement for students in the Bilingual Whānau
- Whanaketanga Tuhituhi me te Pāngarau - Rumaki Whānau
- Lack of ICT (pedagogy, structure, administration i.e., SMS)

Across the CoL Achievement Challenges

Our achievement challenges focus on our priority learners. They also include any student performing below or well-below the national standard, and not achieving NCEA Level 2. Our priority learners are Māori and Pasifika students. Within the Matariki CoL we have 951 Māori students and 110 Pasifika students.

Mathematics:

At the end of 2014 Mathematics NS data for the Matariki CoL included the following students in Years 1 – 8:

	Māori		Pasifika		Other	
	Well Below	Below	Well Below	Below	Well Below	Below
Henry Hill Primary	15	51			10	10
Maraenui Bilingual	24	20				
Marewa Primary	7	32			3	6
Richmond Primary	1	7	1	3		2
Te Awa Primary	1	17				
William Colenso College	6	17				
Total	54	144	1	3	13	18

At the end of 2014, 28% of students in Years 1 - 8 were not progressing in Mathematics at levels expected within the National Framework (233 of our 828 mainstream students – non Rumaki Students). They were either Below or Well Below National Standard

We aim to move 67 students (29% of the 233 students) of these priority learners currently below expected levels, to at or above National Standards Mathematics by the end of 2016. This will result in 80% (662/828 students) of this group of students achieving at or above National Standards in Mathematics by the beginning of 2017 (data collected from the end of 2016). This group are all Māori and Pasifika students.

We aim to move 109 (47% of the 233 students) of these priority learners currently below expected levels, to at or above National Standards Mathematics by the end of 2017. This will result in 85% (704 of 828) of this group of students achieving at or above National Standards in Mathematics by the beginning of 2018. This group are all Māori and Pasifika students

Pangarau:

37 / 95 (39%)of our students in Year 1 to 8 are currently at Manawa Aki me Manawa Taki (all students learning Pangarau are Māori).

School	Māori
Maraenui Bilingual	37
Total	37

We aim to improve the Pangarau achievement levels of 17 students to Manawa Ora me Manawa Toa by the end of 2016.

Science:

54/90 (60%) students entered for NCEA Level One Science (excluding Horticulture) in 2014.

Schools	Māori Students	Pasifika Students	Other
William Colenso College	21	2	9
Hukarere College	22		
Total	43	2	9

We aim to increase the number of students from 54 to 70 (78%), participating in NCEA Level One Science by the start of 2017. This will include 50 Māori students and 5 Pasifika students.

10/54 (19%) students achieved 15 or more credits in NCEA Level One Science (excluding Horticulture) in 2014.

We aim to increase the number of students from 10 to 25 (46%), achieving 15 credits by the end of 2016. This will include 20 Māori students.

We aim to maintain the increase in the number of students achieving 15 or more Level One Science credits in 2017 to 50. This will include 30 Māori students.

Transitions:
Improve the readiness for learning by targeting specific programmes that will improve the consistency and quality of transitions from ECC, Primary, Middle years and secondary schools.

Te Reo Māori:
There is a large variation in the participation of students carrying on with Te Reo Māori when they reach intermediate and secondary level.

We aim to increase the number of students learning and achieving Te Reo Māori me ōna Tikanga and as a medium for instruction. Whilst also strengthening the working relationships with iwi, Ngāti Kāhungunu, we also need to focus on supporting the transition for those students learning in Te Reo Māori (Rumaki and Bilingual) into mainstream secondary education.

E-Learning:
There is a large variation in the integration of E-Learning into learning programmes across the CoL.

Exciting integration of E-Learning across all curriculum areas to improve student engagement and achievement, through individualised learning.

Why are we doing this?

Māori students are the majority of students in all schools in this community. We also have a significant number of Pasifika students across the community. These students are priority learners and deserve the best teaching and learning environments to ensure we meet both community and national goals and targets.

Mathematics and Pāngarau are a priority learning areas for our community and students, as it is a foundation learning area for future success. Mathematics and/or Pāngarau are core skills which students learn and need throughout their time in school (and beyond).

Science has been identified as priority learning area for our community. It is critical for students to have well developed scientific knowledge and skills, to support their transition into further tertiary study and the work force. Science is critical for many of the jobs which are available within our region. Science has been neglected over the last few years due to other curriculum pressures and differing school priorities. As a result there is a need to build teacher / school capability to support students develop their own capabilities.

The majority of students within the Matariki Community are Māori. Te Reo Māori is a taonga. It is important for our community to support the development, and therefore the future of te reo Māori as a living, dynamic, and rich language. We have clearly identified teaching of Te Reo Māori strengths within our community, and we need to utilise these to spread the strengths across all schools and students.

The transitioning of students through the education system is a challenge for many students, whanau and schools. Each transition places strain on relationships and the child's ability to adapt to new situations. Too many students either have significant educational slumps or drop out of the system at transition points i.e., Year 8 to Year 9. We believe that by focusing on improving these transitions we will be able to retain more students within education and for longer.

E-Learning has been identified as a focus area for our Community of Learning. E-Learning provides opportunities for breaking down of barriers to learning, improved student engagement, providing access to a rich curriculum not previously available, and community engagement. We have clearly identified areas of strength and areas for improvement. Areas of strength include staff capacity to provide a rich curriculum supported by e-learning in a number of the Matariki schools. The main areas for improvement include; strengthening staff and student capacity in some schools, alignment of e-learning opportunities for students as they transition from Primary to Intermediate and Secondary School. We see our community as having the

potential to be leaders in this field, both for students, teachers and the community.

What have schools in the COS already achieved?

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

Literacy:	ALL - Accelerated Literacy Learning Sheena Cameron Workshop Literacy Evolution Literacy Facilitators from Te Toi Tupu
Mathematics:	Numeracy ALIM - Accelerated Learning in Maths Inquiry Community Dinah Harvey – Advisors Plus MST2 (Maths Specialist Teacher) Pangarau – Te Toi Tupu
Health and Well being:	PB4L- 7 schools Incredible Years High level student support services
Youth Guarantees:	ART - Achievement, Retention and Transition. STAR Gateway Trades Academy
E-Learning	E-Learning cluster Apple distinguished school

Kahikitia Initiatives

Kia Eke Panuku	Active member of the Kia Eke Panuku Advisory Group
Te Kotahitanga	Lead school in Te Kotahitanga
Te Reo	Te Reo Matatini Kia ata mai

GENERAL PLAN OF ACTION TO ADDRESS THE MATARIKI ACHIEVEMENT CHALLENGES			
DEVELOPMENTAL STRATEGIES / ACTIONS	**TIMEFRAMES**	**OUTCOMES** Including measureable indicators which can be reported on	**DRIVERS / RESPONSIBILITY**
- Identify expert teachers within each school to form Teaching & Learning Action Inquiry Groups for each goal. - Timetable Inquiry Group meetings to ensure the structure is in place to address the achievement challenge. - **Develop a co-constructed action plan which includes the following:** - Identify students at each level (within and across the schools) who are below the standard (this data is currently available). - Identify and share student achievement data. - Complete a SWOT analysis based on the achievement challenge. - Identify ways to maintain and spread quality teaching and learning associated with each goal. - Investigate and source resources (physical and human) which support accelerated student achievement. - Determine the set of tools with which to gather up-to-date data at the beginning of Term 1, 2016, to support judgements based on the previous year's National Standards and/or NCEA. - Develop and implement actions associated with accelerating achievement for identified students and teachers.	End of Term 3,2015 End of Term 1, 2016 Term 2 onwards (2016)	Accelerated student achievement against goals and targets.	CoL Leadership CoL Teachers CoL BOT's

Review and monitoring:

Termly reports presented to the leadership group (including principals and boards)

- Including achievement rates against the targets
- Student and teacher voice
- Report against actions.