

## Investing in Educational Success (IES)

### Executive Summary

### Taupō Community of Schools 2015-2018

**The end of all our exploring will be to arrive at where we began and to know the place for the first time – T.S Eliot**

The Taupō Community of Schools identifies achievement challenges through our strategic aims as outlined from our vision and purpose. The strategic aims should be understood as guiding aims that encompass key competencies, values and student achievement as established in the New Zealand Curriculum/Te Marautanga.

**Our Vision: To make a positive difference for akonga in the Tuwharetoa rohe.**

**Our Purpose: Through IES, our Community of Schools allows access to significant resources drawing on expertise of teachers who collaboratively work across and within our schools sitting in the rohe of Tuwharetoa.**

We have identified the following strategic aims which drive the educational pathway in Taupō for identified learners in the early to later years at school, Māori and Pasifika learners, boys and learners who need extra support to access and make progress within the curriculum.

#### **Our Strategic Aims:**

- Improving engagement of learners in education: participating, learning and achieving.
- Progressing Innovative Learning Environments and pedagogical practice.
- Strengthening educationally powerful connections with parents/family and whānau.
- Improving differentiation of the curriculum for diverse learners.
- Ensuring consistency of information about achievement across the Community.
- Lifting responsivity to identity, language and culture of all learners and to the needs of boys.
- Strengthening achievement/well-being of students who need extra support to access the curriculum.
- The Colleges collaborating for improved student wellbeing and achievement
- Smoothing transitions across the educational pathway in Taupō.
- Developing teaching literacy through the curriculum in years 9 and 10.

The table below reflects the current achievement position and the challenges we have set ourselves. The context provided by our strategic aims will drive progress and achievement as specified by our desired outcomes.

The overall aim of the Taupō Community of Schools (also identified as the Community in this summary) is to achieve the BPS (Better Public Service) of at least 85% for target akonga meeting expectations by the end of 2017.

**Our Achievement Challenges and Desired Outcomes:**

Current Outcome	Challenge	Desired Outcome: Target Akonga
<p><b>Reading</b> 1720/2195 (78.4%) Year 1-8 learners are at or above the Standard in Reading</p>	<p><b>215/349 (61.6%) Year 1 learners are at or above the Standard in Reading</b></p> <p><b>819/1128 (72.6%) Year 1-8 boys are at or above the Standard in Reading</b></p> <p><b>512/747 (68.5%) Year 1-8 Māori learners are at or above the Standard in Reading</b></p>	<p><u>All Akonga Year 1</u> We aim to move 27 or more learners each year to achieve at least 85% at or above in Reading by the end of 2017.</p> <p><u>Boys</u> We aim to move 47 or more boys each year to achieve at least 85% at or above in Reading by the end of 2017.</p> <p><u>Māori</u> We aim to move 41 or more Māori learners each year to achieve at least 85% at or above in Reading by the end of 2017.</p>
<p><b>Writing</b> 1605/2195 (73.1%) Year 1-8 learners are at or above the Standard in Writing.</p>	<p><b>715/1127 (63.4%) Year 1-8 boys are at or above the Standard in Writing</b></p> <p><b>502/747 (67.2%) Year 1-8 Māori learners are at or above the Standard in Writing.</b></p>	<p><u>Boys</u> We aim to move 81 or more boys each year to achieve at least 85% at or above in Writing by the end of 2017.</p> <p><u>Māori</u> We aim to move 44 or more Māori learners each year to</p>

		achieve at least 85% at or above in Writing by the end of 2017.
<b>Mathematics</b> 1691/2195 (77.0%) Year 1-8 learners at or above the Standard in Mathematics	<b>207/297 (69.7%) Year 3 learners are at or above the Standard in Mathematics</b>  <b>715/1127 (63.4%) Year 1-8 boys are at or above the Standard in Mathematics</b>  <b>26/43 (60.5%) Year 1-8 Pasifika learners are at or above the Standard in Mathematics</b>  <b>516/747 (69.1%) Year 1-8 Māori learners are at or above the Standard in Mathematics</b>	<u>All Akonga</u> <u>Year 3</u> We aim to move 15 or more learners each year to achieve at least 85% at or above in Mathematics by the end of 2017.  <u>Boys</u> We aim to move 35 or more boys each year to achieve at least 85% at or above in Mathematics by the end of 2017.  <u>Pasifika</u> We aim to move 4 or more Pasifika learners each year to achieve at least 85% at or above in Mathematics by the end of 2017.  <u>Māori</u> We aim to move 40 or more Māori learners each year to achieve at least 85% at or above in Mathematics by the end of 2017.
<b>Literacy and Numeracy 15 Year-olds</b> 259/324 (79.9%) 15 Year-old learners achieved Literacy and Numeracy	<b>69/107 (64.5%) 15 Year-old Māori learners achieved Literacy and Numeracy</b>  <b>6/8 (75.0%) 15 Year-old Pasifika learners achieved Literacy and Numeracy</b>	<u>Māori</u> We aim to move 7 or more Māori learners each year to achieve at least 85% achievement in Literacy and Numeracy by age 15 by the end of 2017.  <u>Pasifika</u> We aim to move 1 or more Pasifika learners each year to

		<p>achieve at least 85% achievement in Literacy and Numeracy by age 15 by the end of 2017.</p>
<p><b>School Leavers with NCEA Level 2 or above</b> 246/328 (75.0%) school leavers with NCEA Level 2 or above</p>	<p>70/116 (60.3%) Māori school leavers with NCEA Level 2 or above</p> <p>6/9 (66.7%) Pasifika learners with NCEA Level 2 or above</p>	<p><u>Māori</u> We aim to move 10 or more Māori learners each year to achieve at least 85% leaving school with NCEA Level 2 or above by the end of 2017.</p> <p><u>Pasifika</u> We aim to move 1 or more Pasifika learners each year to achieve at least 85% leaving school with NCEA Level 2 or above by the end of 2017.</p>
<p><b>Learners who require extra support to access and make progress within the New Zealand Curriculum</b></p>	<p>We have 606 learners who require extra support to access and make progress within the curriculum</p>	<p>We aim to strengthen the achievement and inclusion of our 606 learners who need extra support to access and make progress within the curriculum.</p> <p>All 606 learners will have plans (e.g. IEP, IBP) to meet their individual learning and wellbeing needs including a transition plan by the end of 2016.</p> <p>All plans will have SMART targets. Targets will include National Standards/NCEA targets appropriate for those learners.</p> <p>All plans will be informed by and supported and monitored through effective self review using the Inclusive Practice Tools and the Wellbeing@School Tools.</p>

## Overall Projected Progress for Targeted Akonga to Reach 85% 2014 – 2017

### Reading

#### Current Outcome

##### All Learners

Year	Number At or Above	Total Learners	Percentage
2014 – Actual	1720	2195	78.4
2015 – Projected Progress	1769	2195	80.6
2016 – Projected Progress	1817	2195	82.8
2017 – Target	1866	2195	85.0
Shift per year	49		2.2

#### Desired Outcome

##### a) Year 1

Year	Number At or Above	Total Learners	Percentage
2014 – Actual	215	349	61.6
2015 – Projected Progress	242	349	69.4
2016 – Projected Progress	269	349	77.2
2017 – Target	297	349	85.0
Shift per year	27		

##### b) Māori Learners

Year	Number At or Above	Total Learners	Percentage
2014 – Actual	512	747	68.5
2015 – Projected Progress	553	747	74.0
2016 – Projected Progress	594	747	79.5
2017 – Target	635	747	85.0
Shift per year	41		5.5

**c) Boys**

<b>Year</b>	<b>Number At or Above</b>	<b>Total Learners</b>	<b>Percentage</b>
2014 – Actual	<b>819</b>	<b>1128</b>	<b>72.6</b>
2015 – Projected Progress	<b>866</b>	<b>1128</b>	<b>76.7</b>
2016 – Projected Progress	<b>912</b>	<b>1128</b>	<b>80.9</b>
2017 – Target	<b>959</b>	<b>1128</b>	<b>85.0</b>
Shift per year	<b>47</b>		<b>4.1</b>

## Writing

### Current Outcome

#### All Learners

Year	Number At or Above	Total Learners	Percentage
2014 – Actual	1605	2195	73.1
2015 – Projected Progress	1692	2195	77.1
2016 – Projected Progress	1779	2195	81.0
2017 – Target	1866	2195	85.0
Shift per year	87		

### Desired Outcome

#### a) Boys

Year	Number At or Above	Total Learners	Percentage
2014 – Actual	715	1127	63.4
2015 – Projected Progress	796	1127	70.6
2016 – Projected Progress	877	1127	77.8
2017 – Target	958	1127	85.0
Shift per year	81		7.2

#### b) Māori

Year	Number At or Above	Total Learners	Percentage
2014 – Actual	502	747	67.2
2015 – Projected Progress	546	747	73.1
2016 – Projected Progress	591	747	79.1
2017 – Target	635	747	85.0
Shift per year	44		

## **Mathematics**

### **Current Outcome**

#### **All Learners**

<b>Year</b>	<b>Number At or Above</b>	<b>Total Learners</b>	<b>Percentage</b>
2014 – Actual	<b>1691</b>	<b>2195</b>	<b>77.0</b>
2015 – Projected Progress	<b>1749</b>	<b>2195</b>	<b>79.7</b>
2016 – Projected Progress	<b>1808</b>	<b>2195</b>	<b>82.3</b>
2017 – Target	<b>1866</b>	<b>2195</b>	<b>85.0</b>
<b>Shift per year</b>	<b>58</b>		

### **Desired Outcome**

#### **a) Year 3**

<b>Year</b>	<b>Number At or Above</b>	<b>Total Learners</b>	<b>Percentage</b>
2014 – Actual	<b>207</b>	<b>297</b>	<b>69.7</b>
2015 – Projected Progress	<b>222</b>	<b>297</b>	<b>74.8</b>
2016 – Projected Progress	<b>237</b>	<b>297</b>	<b>79.9</b>
2017 – Target	<b>252</b>	<b>297</b>	<b>85.0</b>
<b>Shift per year</b>	<b>15</b>		

#### **b) Boys**

<b>Year</b>	<b>Number At or Above</b>	<b>Total Learners</b>	<b>Percentage</b>
2014 – Actual	<b>853</b>	<b>1126</b>	<b>75.8</b>
2015 – Projected Progress	<b>888</b>	<b>1126</b>	<b>78.8</b>
2016 – Projected Progress	<b>922</b>	<b>1126</b>	<b>81.9</b>
2017 – Target	<b>957</b>	<b>1126</b>	<b>85.0</b>
<b>Shift per year</b>	<b>35</b>		<b>3.1</b>

**c) Pasifika**

<b>Year</b>	<b>Number At or Above</b>	<b>Total Learners</b>	<b>Percentage</b>
2014 – Actual	<b>26</b>	<b>43</b>	<b>60.5</b>
2015 – Projected Progress	<b>30</b>	<b>43</b>	<b>68.6</b>
2016 – Projected Progress	<b>33</b>	<b>43</b>	<b>76.8</b>
2017 – Target	<b>37</b>	<b>43</b>	<b>85</b>
<b>Shift per year</b>	<b>4</b>		

**d) Māori Learners**

<b>Year</b>	<b>Number At or Above</b>	<b>Total Learners</b>	<b>Percentage</b>
2014 – Actual	<b>516</b>	<b>747</b>	<b>69.1</b>
2015 – Projected Progress	<b>556</b>	<b>747</b>	<b>74.4</b>
2016 – Projected Progress	<b>595</b>	<b>747</b>	<b>79.7</b>
2017 – Target	<b>635</b>	<b>747</b>	<b>85.0</b>
<b>Shift per year</b>	<b>40</b>		<b>5.3</b>

**Literacy and Numeracy 15 year-olds**

**Current Outcome**

**All Learners**

<b>Year</b>	<b>Achieved</b>	<b>Total Learners</b>	<b>Percentage</b>
2014 – Actual	<b>259</b>	<b>324</b>	<b>79.9</b>
2015 – Projected Progress	<b>264</b>	<b>324</b>	<b>81.6</b>
2016 – Projected Progress	<b>270</b>	<b>324</b>	<b>83.3</b>
2017 – Target	<b>275</b>	<b>324</b>	<b>85.0</b>
<b>Shift per year</b>	<b>5</b>		<b>1.7</b>

## Desired Outcome

### a) Māori Learners

Year	Achieved	Total Learners	Percentage
2014 – Actual	69	107	64.5
2015 – Projected Progress	76	107	71.3
2016 – Projected Progress	84	107	78.2
2017 – Target	91	107	85.0
Shift per year	7		6.8

### b) Pasifika Learners

Year	Achieved	Total Learners	Percentage
2014 – Actual	6	8	75.0
2015 – Projected Progress	6	8	78.3
2016 – Projected Progress	7	8	81.7
2017 – Target	7	8	85.0
Shift per year	1		3.3

## School Leavers with NCEA Level 2 or Above

### Current Outcome

#### All Learners

Year	Number At or Above	Total Learners	Percentage
2014 – Actual	246	328	75.0
2015 – Projected Progress	257	328	78.3
2016 – Projected Progress	268	328	81.7
2017 – Target	279	328	85.0
Shift per year	11		3.3

## Desired Outcome

### a) Māori Learners

Year	Number At or Above	Total Learners	Percentage
2014 – Actual	70	116	60.3
2015 – Projected Progress	80	116	68.6
2016 – Projected Progress	89	116	76.8
2017 – Target	99	116	85.0
Shift per year	10		8.2

### b) Pasifika

Year	Number At or Above	Total Learners	Percentage
2014 – Actual	6	9	66.7
2015 – Projected Progress	7	9	72.8
2016 – Projected Progress	7	9	78.9
2017 – Target	8	9	85.0
Shift per year	1		6.1

## **Background**

### **Schools in the Community**

The Taupō Community of Schools comprises ten schools: two 9-13 colleges, five full primary Year 1-8 schools and three Year 1-6 primary schools.

**Hilltop Primary**

**Marotiri School**

**Mountview School**

**Rangitaiki School**

**Tauhara Primary**

**Taupō Primary**

**Waipahihi School**

**St Patrick's Catholic School**

**Taupo-nui-a-Tia College**

**Tauhara College**

The ten schools sit within the Tuwharetoa rohe. They are geographically spread and located in both rural and town settings. Most primary aged learners progress onto either of the two secondary schools. The education profile across the ten schools shows early childhood education participation and achievement in relation to National Standards and NCEA were tracking very close to 85% for all learners in English medium settings at the end of 2014.

## **Our Process for Engagement**

### **How we work with our schools, parents/family and whanāu and iwi**

- All schools have consulted with their Boards of Trustees and all have agreed to engage in the Community of Schools.
- Tuwharetoa iwi works alongside the work of the Community. Consultation is underway with a meeting agreed and to develop a plan for next steps (October 2015).
- Each school's Board of Trustees and staff will be kept informed of the progress of the Community.
- Parent/family and whanāu will be informed through the normal communication channels of each school.
- A website has been developed to assist in communication and engagement of parents/family and whanāu voice in the Taupō Community of Schools:  
<http://www.taupocommunityofschools.com/>

### **How we work with each other**

Our Memorandum of Agreement states,

- The group (Taupō Community of Schools) operates in a transparent manner and all views are valued.
- The group adopts a 'no blame' approach to the issues identified.
- All decisions are student-centred with the interests of the young people in the community at heart.
- Confidentiality is respected when and where appropriate.
- We will abide by the teachers council (EDUCANZ) code of ethics.

We add that,

- In cases of a dispute or a breakdown in communication, issues will be referred to the leader(s) of the Community. Where the leader(s) are involved or unable to resolve the problem a sub-group of three principals will convene to plan a way forward.
- All positions of support for the Community agree to abide by the vision and purpose of the Taupō Community of Schools which values 'co' (see below) and the uniqueness of each school in the Community.

### **How we work to realise our strategic aims**

The strategy agreed to by all members of the Community is to work through 'co'<sup>1</sup>,

- Commit to collaborate with each other
- Consult and collaborate with our parent/family and whanāu and Tuwharetoa iwi
- Co-define the desired outcomes
- Co-design the process for addressing the desired outcomes
- Co-create the solutions
- Co-deliver the actions

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<sup>1</sup> Twyford, V; Waters, S; Hardy, M; Dengate, J (2012) *The Power of Co; The Smart Leaders' Guide to Collaborative Governance*. Vivian Twyford Communication Pty Ltd. Australia. Weston and Co.

## **What are our Strengths?**

Our overall levels in relation to national targets of participation in early childhood education (98%) and achievement at or above expectations (85%) are high.

	<b>ECE Participation</b>	<b>Reading NS year 1-8</b>	<b>Writing NS year 1-8</b>	<b>Maths NS year 1-8</b>	<b>18 year olds with NCEA Level 2 or Equivalent</b>
<b>Māori</b>	<b>96.1%</b>	<b>68.5% (512)</b>	<b>67.2% (502)</b>	<b>69.1% (516)</b>	<b>76.1% (86)</b>
<b>Pasifika</b>	<b>86.4%</b>	<b>81.4% (35)</b>	<b>72.1% (31)</b>	<b>60.5% (26)</b>	<b>100% (10)</b>
<b>NZ European</b>	<b>99.2%</b>				<b>89.3% (184)</b>
<b>Total</b>	<b>97.6%</b>	<b>78.4%</b>	<b>73.1%</b>	<b>77.0%</b>	<b>84.5%</b>

- There is widespread use of an inquiry approach: Helen Timperley et al (2007) ‘teaching Inquiry and knowledge-building cycle’ and Halbert and Kaser (2013) ‘The Spiral of Inquiry’ (<http://elearning.tki.org.nz/Teaching/Snapshots-of-Learning/Raising-literacy-levels>).
- There is rich learner/community engagement in sports, visits and school events.
- Successful Reading Together programmes.
- Solid leadership and nurtured across the Community – e.g. in Aspiring Principal’s programme.
- Long standing relationships with Tuwharetoa iwi.
- Strong support from the wider community with valued parent/family and whanāu voice.
- Inclusive and restorative school culture and climate.
- Long serving and experienced staff.
- Sound ERO reports.
- Respectful and professional relationships within and between schools.
- Capable and effective governance across the Community.
- High attendance in early childhood education.
- Positive relationships with early childhood education centres.
- Focus on the Key Competencies and Values.
- Building strengths in early childhood to school transition.

Our Community has had a history of high educational achievement, successful leadership and positive relationships with parents/family/whanāu and iwi for many years. We believe our Community is well placed to build on this success to drive improved learner wellbeing and achievement.

## Our agreed actions to achieve our Strategic Aims and Desired Outcomes

Our approach to addressing our strategic aims and achieving desired outcomes is to deepen teaching, learning and robust assessment for diverse learners, engage learners and their parents/family and whānau, create effective transitions to school and lift cultural responsiveness. Below are possible activities to achieve this work with cognisance of each school's context.

- Integrate the Strategic Aims and agreed actions (through the community of schools leadership role) into the strategic and annual plans of each school's Charter.
- The Community will use Ka Hikitia and the Pasifika Education Plan to inform our actions.
- Within the rohe, 1468 learners affiliate to Tuwharetoa iwi in English medium settings. The Community will work together with Tuwharetoa iwi and the Tuwharetoa Education Plan to engage and accelerate achievement for this group and all learners with their parents, family and whānau. *We believe that what benefits Māori learners' benefits all learners.*
- The Community alongside Tuwharetoa iwi will complete a comprehensive picture of lateness, absenteeism and transience across our schools. We will plan for and implement innovative approaches to improving identified areas for change. We will focus on engagement of learners, effective teaching and recognising and reflecting identity, language and culture. We are planning to negotiate with the Ministry of Education to lead the attendance service in Taupō.
- The Community will use reliable, research-based strategies that have been shown to improve engagement and accelerate progress and achievement<sup>2</sup>.
- The Community will embed and deepen use of an inquiry approach to accelerate achievement: use evidence, focus on teaching and learning, utilise leadership and support, monitor and record.
- The Community will design and share with parents/family and whānāu a learner/teacher/school profile that will contribute to smooth transitions and a cohesive approach to achievement.
- Gathering and responding to student and their parents/family and whānāu voice. For example gathering through survey data and creating opportunities through hui/fono/meetings to share and seek views.
- We will review practices in teaching and learning in reading and writing in years 9 and 10 leading to improved achievement in literacy/numeracy credits by age 15 . The Community may explore opportunities for cross school teacher collaborative professional development in teaching writing and reading through the curriculum.
- The Community will use technology and future focused pedagogy to engage akonga in their learning process.

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<sup>2</sup> Key source: Timperley, H; Wilson, A; Barrar, H; Fung, I. (2007) Teacher Professional Learning and Development. Best Evidence Synthesis Iteration [BES]. Ministry of Education. Wellington. New Zealand.

- Both Colleges in our Community will continue with and embed Kia Eke Panuku to enable akonga and will share insights, strategies and outcomes with the Community and parents/family and whanāu.
- We will undertake a self review of practices and procedures linked to learners who need extra support to access the curriculum. This self review will be supported by the Wellbeing@School tool (<http://www.wellbeingatschool.org.nz/>) and the Inclusive Practices Tools (<http://www.wellbeingatschool.org.nz/about-inclusive-practices-tools>). From the review a plan will be developed to strengthen well-being, inclusion and engagement of learners and integrated into each school's Charter and differentiated into learner's individual plans.
- We will strengthen in-school and between-school moderation to help ensure consistency of overall teacher judgements, accelerate learning and contribute to smooth transitions.
- The Community will strengthen transition to school to improve engagement and achievement in the first year at school through a coordinated and collaborative approach with early childhood centres. The agreed outcomes to improve transition to school will be informed by effective practice<sup>3</sup>, expertise in the Community, each school's needs and in consultation with parents/family and whanāu.

### **A Possible Approach to Raising Achievement in Mathematics and Writing**

**Best practice comes not from handing resources to people, it comes from teachers thinking differently about teaching and learning, having professional conversations about their practice and carefully interpreting what they do.**

**John Hattie**

To assist in realising our desired outcomes through our strategic aims, the Taupō Community of Schools will call for applications for both across and in school roles as described in the IES document Community of Schools Role Selection and Appointment Information (Ministry of Education, 2015). For example, the role of the teacher (across Community) might be to,

- Unpack the desired outcomes in maths and writing as they relate to each school including years 9 and 10.
- Complete a 'stock take' of existing practices in teaching writing and maths in the Community. What is already working? What is not working?
- Collect information about leadership, systems and processes in writing and maths in the Community.
- Collect information about existing practices in teaching maths and writing with Māori learners and boys who need extra support to access the curriculum.

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<sup>3</sup> Key source: Peters, S. (2010) Literature Review: Transition from Early Childhood Education to School. Report to the Ministry of Education. Ministry of Education. New Zealand

- Collect information about transition processes particularly between years 2 and 3 in maths. What is already working? What is not working?
- Gain a shared understanding of 'good practice' in leadership/systems/processes/teaching in maths and writing across the Community.
- Gain a clear understanding of cultural responsiveness practices used to engage and lift achievement.
- Work with colleagues across the Community using an inquiry cycle to identify the strengths and needs of leaders and teachers and to plan and implement 'good practice' leading to achieved desired outcomes for Māori learners and boys with cognisance of each school's individual context.
- Lead development of in-school (where required) and between school moderation in writing and maths.
- Promote technology and future-focused pedagogy to support achievement in maths and writing.
- Provide and lead structured opportunities for parents, family and whānau to share their perspectives about their children's achievement in maths and writing and develop their role in their children's challenges and strengths.
- Identify leadership that needs to be developed across the Community and specific and strategic professional learning and development

### **How do we know we have progressed our overall Strategic Aims and Desired Outcomes**

The Taupō Community of Schools will measure the impact of our strategic aims and desired outcomes by:

- Quality self review across the Community and within-school using an inquiry approach.
- Regular and effective review of individual plans for learners who need ongoing extra support to access the curriculum.
- Strengthening teachers and leaders understanding, collection and use of 'on track' data toward meeting our desired outcomes. Key Source: Carol Dweck: The Power of Not Yet.
- Strengthening our communities understanding of 'on trackness' and what should be the average expectations of a learner's progress in any given year.
- Collecting and responding to learner, whānau, community and Iwi voice.
- Quality overall teacher judgements using tools (e.g. PACT, e-astle, PAT), tasks (instructional and independent activities) and observations (listening, discussing, noticing).
- Effective moderation of evidence in and between schools in the Community.
- End of 12, 24, 36 months and end of calendar year National Standards data.
- End of year 9 and 10 e-asstle information.
- Literacy/numeracy credits and NCEA achievement data.

