

Investing in Educational Success - IES

Opotiki Community of Learning 2015-2018

E kore au e ngaro

E kore au e whakamā

E kaha nei ahau ki te kimi ki te rapu ko wai au

Our Whakatauaki derives from a waiata composed at Omarumutu Marae on the 5th March 1991 by Tawhiro Maxwell and Okeroa Huriwaka at a Wananga Reo Hui. After a discussion with Kaumatua, it was decided that this whakatauaki would best reflect the direction of our Community of Learning as it exemplifies the idea of personal identity and achievement.

The immediate focus of the COL is to achieve the BPS NCEA target of 85% by the end of 2017.

Background to the Opotiki Community of Learning

A Community of Learning is a group of schools which come together, along with their communities, to raise achievement for all tamariki and rangatahi by sharing expertise in teaching and learning and collaborating with each other. While the focus is on the primary and secondary educational pathway, the intention is to engage with early childhood, tertiary and employment sectors within our community.

The Minister of Education has given approval for the formation of the Opotiki Community of Learning. The schools involved are: *Ashbrook School, Te Kura o Omarumutu School, Opotiki Primary School, Opotiki College, Waiotaha Valley School, Te Kura Kaupapa Maori o Waioweka, and Woodlands School.*

Our Vision:

Our vision is for young people:

- who will be creative, energetic and enterprising;
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable future;
- who will work to create an Aotearoa in which Māori and Pākehā recognise each other as full partners and where all cultures are valued and
- who will be confident, connected, actively involved lifelong learners. (NZC)

To this end, the ideal Opotiki graduate is one equipped with the skills to be a contributing citizen of the 21st Century and to have dreams and aspirations to dare to be different.

The Opotiki Community of Learning is at the start of an exciting stage of transforming the learning system; the focus is on high quality and high equity for every learner regardless of their starting point. Every learner will leave our schools with dignity, purpose and options for their future.

Our Community of Learning will be underpinned by the principles of the NZC and Te Marautanga o Aotearoa.

The members of the CoL are committed to building on the cultural heritage of the region so that all Opotiki children experience success: children who identify as Māori experience success as Māori and

all children have pride in their cultural identity. The CoL acknowledges the importance of building teacher capability in Te Reo/Tikanga/Kawa from knowing and understanding the Mana Whenua of individual kura as well as region wide. The engagement of whānau as learning partners, a closer working relationship with Te Whakatōhea and developing a culturally responsive curriculum are key foci for making a difference to the outcomes for Opotiki learners.

Process for Engagement

The formation of the Opotiki Community of Learning has grown out of the collaborative work done through the Opotiki Principals' Association. There is already a history of sharing and co-coordinating professional learning opportunities, such as Restorative Practice and reciprocal sharing of teacher practice.

The CoL is keen to involve the Early Learning sector; each school actioning this with their contributing pre-schools through their strategic and action plans, and across the Community of Learning.

Boards of Trustees have been consulted and updated on the work of the CoL and staff in some schools have contributed to the development of this proposal. A combined meeting for all Boards is planned for early in 2016.

At this stage the achievement challenges and specific targets relate to English medium delivery. While the areas of challenge are common to both Māori and English medium settings, the specific targets for Māori medium will be developed as data becomes available in early 2016. The CoL's vision is to strengthen the provision and pathway for both Māori and English medium learning.

Data behind the Achievement Challenges:

The data has been drawn from a number of sources, which include:

- National Standards
- NCEA
- School based assessments
- Standardized surveys (Summative assessments)
- Formative assessments
- Ngā Whanaketanga Reo Māori

We have agreed there are some areas where we can make a real difference for our students by working collaboratively and focusing some of our best teachers and leaders on these areas. These achievement challenges are in:

- **Reading/Pānui**
The overall achievement rate is 62% at or above the National Standards, a decline of 5% from 2013 to 2014. Girls are doing better (66.7%) than boys (57.4%) and Māori students (60.4%).
At year 9 and 10, 21% of students were achieving at the expected curriculum level (CL 5).
- **Writing/Tuhituhi**
The overall achievement is 49.5% at or above the National Standards, a decline of 7.4% from 2013 to 2014. Girls are doing slightly better (56.1%) than boys (43.2%) and Māori students (46.3%). There is currently no data available for year 9 and 10 achievement.
- **Maths/Pāngarau**
The overall achievement is 62.7% at or above the National Standards, a decline of 1.9% from 2013 to 2014. Girls are doing slightly better (64.1%) than boys (61.3%) and Māori students (62.3%). The numeracy rate for Level 1 NCEA has declined to 42%.

- **Te Reo Māori**
Te Reo Māori is not being taught effectively as a language across our CoL. There is only data available for Te Kura o Omarumutu and Te Kura Kaupapa o Waioweka.
- **Science/Pūtaiao**
The breadth of the Science curriculum is not taught effectively across all primary schools in Years 1-8. Some students have little experience of science before they enter secondary school. They also lack general scientific knowledge, have a limited scientific vocabulary and do not understand scientific problem solving processes. A gap exists between Māori and non Māori achievement at NCEA Level 1. The writing demands of NCEA are preventing students from achieving at Merit and Excellence level.
- **Level 2 NCEA**
NCEA Roll based data shows that as many as 30% of Māori students are leaving before they complete NCEA Level 1 and as such are not gaining qualifications. In 2014, 56.6% of Māori students (roll based) achieved L2 NCEA compared to 70% of European students.

Achievement Challenges:

Accelerating the progress of students at risk of not achieving at expectations is a key step for each school across the Community.

Why we need to set these achievement challenges

The key skills needed for academic achievement and a vocational pathway include reading, writing, maths, scientific thinking and Te Reo ā-Waha. These skills along with our vision of the Opotiki graduate as a young person, who is equipped with the skills to be a contributing citizen of the 21st Century and to have dreams and aspirations and to dare to be different, are the key drivers in the challenges we have set.

Achievement Challenge One: Reading/Panui

To lift the achievement of all our students in reading, with a specific focus on Māori students to ensure they have equitable outcomes in 2018.

Why do we need to take on this challenge?

Reading is a core skill required to achieve success at all levels of the system and is still key to demonstrating thinking, understanding and analysis. While Reading is generally a stronger learning area for teachers there is still room to lift performance, especially in relation to Māori boys. Many boys are reluctant readers and focusing on strategies to gain greater engagement would be beneficial. While many students can appear to read the text their difficulty with decoding limits their ability to respond and think critically about texts. This is particularly important as they move into secondary school.

We have set two targets to tackle this challenge:

- 1 We aim to lift the achievement of all our Māori students (boys and girls) at or above the national standard/NWRM in reading/panui from 60% (318/531) in 2014 to 85% (572/673) in 2018.

| 2014 Māori students at or above | | Current State 2015 (end of year roll) | | Intermediate State 2016 | | Intermediate State 2017 | | Desired State – 2018 Māori students at or above | |
|---------------------------------|----|---------------------------------------|----|-------------------------|----|-------------------------|----|---|----|
| No | % | No | % | No | % | No | % | No | % |
| 318/531 | 60 | 444/673 | 66 | 471/673 | 70 | 525/673 | 78 | 572/673 | 85 |

- 2 We aim to lift the achievement of all our year 9 and 10 Māori students at or above the expected curriculum level in reading from 21% (34/160) in 2014 to 85% (141/166) in 2018.

| 2014 Māori students at or above | | Current State 2015 | | Intermediate State 2016 | | Intermediate State 2017 | | Desired State – 2018 Māori students at or above | |
|---------------------------------|-----|--------------------|----|-------------------------|----|-------------------------|----|---|-----|
| No | % | No | % | No | % | No | % | No | % |
| 34/160 | 21% | 101/166 | 61 | 116/166 | 70 | 125/166 | 75 | 141/166 | 85% |

Where are our Māori students and which ones are we targeting?

In 2015 our 294 targeted students who were below are in the following schools:-

| Name of School | Māori Girls | Māori Boys | Total | Māori sub total year 1-4 | Māori sub total year 5-8 | Māori sub total year 9-10 |
|-----------------|-------------|------------|-------|--------------------------|--------------------------|---------------------------|
| Ashbrook | 34 | 34 | 68 | 21 | 47 | - |
| Omarumutu | 6 | 7 | 13 | 6 | 7 | - |
| Opotiki | 22 | 53 | 77 | 55 | 20 | - |
| TKKM o Waioweka | 12 | 20 | 32 | 23 | 9 | - |
| Waioatahe | 10 | 11 | 21 | 14 | 7 | - |
| Woodlands | 4 | 14 | 18 | 6 | 12 | - |
| Opotiki College | 30 | 35 | 65 | - | - | 65 |

How will we monitor our progress against these targets?

- Continue measuring all our students against the national standard and/or NWRM for reading at each year level with a specific focus on the year 8 standard to strengthen transition.
- Continue to assess year 9 and 10 students each year with e-asTTle to monitor the primary – secondary transition.
- Use “on track” data for target students to assist measuring our progress
- Each school will have knowledge and information in needs of target students.
- Inform our community at least once a year on how we are going with this challenge

What’s our plan of action?

Using the new leadership roles, some of the key actions to address the reading challenge are:

- Each school will know every student in their school that we want to make a difference for; knowing the names, numbers and needs of target students to raise their achievement.
- Undertake additional assessments with students needing to accelerate progress to better understand their strengths and needs
- Teacher knowledge, understanding and practice of reading
- Ensure curriculum choices that connect with learners’ worlds, in particular evaluating how inclusive are reading programmes for Māori students and boys
- Ensure the consistency of OTJs, in particular assessment practice, the analysis and use of data across all schools
- Develop and implement good practice guidelines for instructional reading in Years 0-10
- Teachers share high expectations with students and parents and whānau.

Achievement Challenge Two: Writing/Tuhituhi

To lift the achievement of all our students in writing, with a specific focus on Māori students to ensure they have equitable outcomes in 2018.

Why do we need to take on this challenge?

While both primary and secondary students have challenges with writing, the main need identified is teacher understanding of effective writing pedagogy. There is also a need to address writing across all subjects in the primary and secondary curriculum at Years 9 and 10. As mentioned in the Science achievement challenge, writing ability is preventing students from gaining higher grades at NCEA level.

We have set one target to tackle this challenge:

- 1 We aim to lift the achievement of our Māori students (boys and girls) at or above the national standard/NWRM in writing/tuhituhi from 50% (265/531) in 2014 to 85% (572/673) in 2018.

| 2014 students at or above | | Current State 2015 (end of year roll) | | Intermediate State 2016 | | Intermediate State 2017 | | Desired State – 2018 students at or above | |
|---------------------------|----|---------------------------------------|----|-------------------------|----|-------------------------|----|---|----|
| No | % | No | % | No | % | No | % | No | % |
| 265/531 | 50 | 380/673 | 56 | 424/673 | 63 | 485/673 | 72 | 572/673 | 85 |

Where are our students and which ones are we targeting?

In 2015 our 293 targeted students who were below were in the following schools:-

| Name of School | Māori Girls | Māori Boys | Total | Māori sub total year 1-4 | Māori sub total year 5-8 | Māori sub total year 9-10 |
|-----------------|-------------------|------------|-------|--------------------------|--------------------------|---------------------------|
| Ashbrook | 44 | 54 | 98 | 31 | 67 | - |
| Omarumutu | 7 | 15 | 22 | 11 | 11 | - |
| Opotiki | 30 | 66 | 96 | 61 | 35 | - |
| TKKM o Waioweka | 10 | 20 | 30 | 18 | 12 | - |
| Waiotaha | 9 | 15 | 24 | 12 | 12 | - |
| Woodlands | 9 | 14 | 23 | 7 | 17 | - |
| Opotiki College | No data available | | | | | |

How will we monitor our progress against these targets?

- Continue measuring all our students against the national standard and/or NWRM for writing at each year level with a specific focus on the year 8 standard to strengthen transition.
- Assess year 9 and 10 students each year with e-asTTle to monitor the primary – secondary transition and ensure there are systems and processes in place in years 9 and 10 to track and monitor student progress in writing
- Use “on track” data for target students to assist measuring our progress
- Each school know names, numbers and needs of target students.
- Use student voice to monitor the success of our intention to make writing an enjoyable learning activity.
- Inform our community at least once a year on progress against the target.

What's our plan of action?

Using the new leadership roles, some of the key actions to address the writing challenge are:

- Build a clear picture of the desired outcomes in writing, including years 9 and 10.
- Identify existing practices in teaching writing in the Community to evaluate what is already working and what is not working.
- Undertake additional assessments with students needing to accelerate progress to better understand their strengths and needs
- Collect information about existing practices in teaching writing with Māori learners and boys
- Gain a shared understanding of 'good practice' in leadership/systems/processes/ and teaching writing across the Community
- 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, particularly boys
- Establish systems and processes for in-school (where required) and between school moderation in writing.
- Provide opportunities for parents, family and whānau to strengthen their role in their children's achievement in writing.
- Identify leadership that needs to be developed across the Community and specific and strategic professional learning and development

Achievement Challenge Three: Mathematics/Pangarau

To lift the achievement of all our students in mathematics, with a specific focus on Māori students to ensure they have equitable outcomes in 2018.

Why do we need to take on this challenge?

Underachievement in maths may be attributed to several issues. It is believed that across our primary schools, teacher knowledge of maths needs development and numeracy achievement for Level 1 at secondary level which has steadily declined over the last three years. Some teachers in Years 0-10 are focusing on number at the expense of other strands of geometry and algebra. This is supported by a teacher survey conducted in one school at the end of 2015 that identified these issues:

- Teacher confidence and enthusiasm in teaching all strands in the curriculum
- Student disengagement in mathematics
- Lack of mathematical vocabulary

We have set two targets to tackle this challenge:

Targets:

- 1 We aim to lift the achievement of all our Māori students (boys and girls) at or above the national standard/NWRM in mathematics/Pangarau from 63% (334/531) in 2014 to 85% (572/673) in 2018.

| 2014 students at or above | | Current State 2015 | | Intermediate State 2016 | | Intermediate State 2017 | | Desired State – 2018 students at or above | |
|---------------------------|----|--------------------|----|-------------------------|----|-------------------------|----|---|----|
| No | % | No | % | No | % | No | % | No | % |
| 334/531 | 63 | 410/673 | 61 | 491/673 | 73 | 538/673 | 80 | 572/673 | 85 |

- 2 We aim to lift the achievement of all our year 9 and 10 students at or above the expected curriculum level in mathematics from 21% (34/160) in 2014 to 85% (141/166) in 2018.

| 2014 students at or above | | Current State 2015 | | Intermediate State 2016 | | Intermediate State 2017 | | Desired State – 2018 students at or above | |
|---------------------------|-----|--------------------|----|-------------------------|----|-------------------------|----|---|-----|
| No | % | No | % | No | % | No | % | No | % |
| 34/160 | 21% | 73/166 | 43 | 95/166 | 57 | 125/166 | 75 | 141/166 | 85% |

Where our students are and which ones are we targeting?

In 2015 our 356 targeted students who were below were in the following schools:-

| Name of School | Māori Girls | Māori Boys | Total | Māori sub total year 1-4 | Māori sub total year 5-8 | Māori sub total year 9-10 |
|-----------------|-------------|------------|-------|--------------------------|--------------------------|---------------------------|
| Ashbrook | 33 | 35 | 68 | 16 | 52 | - |
| Omarumutu | 7 | 6 | 13 | 6 | 7 | - |
| Opotiki | 34 | 58 | 92 | 63 | 29 | - |
| TKKM o Waioweka | 17 | 24 | 41 | 19 | 22 | - |
| Waiotahe | 14 | 12 | 26 | 9 | 17 | - |
| Woodlands | 11 | 12 | 23 | 5 | 18 | - |
| Opotiki College | 49 | 44 | 93 | - | - | 93/166 |

How will we monitor our progress against these targets?

- Continue measuring all our students against the national standard, NWRM and NCEA Level 1 for mathematics at each year level with a specific focus on the year 8 standard to strengthen transition.
- Use “on track” data for target students to assist measuring our progress
- Each school know names, numbers and needs of target students.
- Inform our community at least once a year on progress against the target.

What’s our plan of action?

In order to address these concerns, the Opotiki cluster schools will use the new leadership roles to:

- Undertake additional assessments with students needing to accelerate progress to better understand their strengths and needs
- Gain a shared understanding of ‘good practice’ in leadership/systems/processes/ and teaching mathematics across the Community
- 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 achieving desired outcomes for all students
- Identify leadership that needs to be developed across the Community and specific and strategic professional learning and development
- School leadership, to investigate, implement and review Timperley, Linda Kaser and Judy Halbert, ‘spiral of collaborative inquiry’.

Achievement Challenge Four- Te Reo Maori: Te Reo ā-Waha.

Target: To lift the participation and achievement of all students by delivering an effective Te Reo ā-Waha formal language programme.

Why do we need to take on this challenge?

We have 197 out of 573 of our Years 1-8 students in our COL actively and formally learning Te Reo ā-Waha. As this is only 34% we need to target more effective teaching programmes and strategies.

| KŌRERO: TKKM o Waioweka 2015 | | | | | | | | | |
|---|----|--------------------|----|-------------------------|----|-------------------------|----|--|----|
| 2014 tamariki at Manawa Ora or Manawa Toa | | Current State 2015 | | Intermediate State 2016 | | Intermediate State 2017 | | Desired State 2018 Māori tamariki Manawa Ora, Manawa Toa | |
| No | % | No | % | No | % | No | % | No | % |
| 38/61 | 62 | 53/81 | 65 | 54/84 | 64 | 71/95 | 75 | 83/98 | 85 |

| KŌRERO: Omarumutu 2015 | | | | | | | | | |
|---|----|--------------------|----|-------------------------|----|-------------------------|----|--|----|
| 2015 tamariki at Manawa Ora or Manawa Toa | | Current State 2015 | | Intermediate State 2016 | | Intermediate State 2017 | | Desired State 2018 Māori tamariki Manawa Ora, Manawa Toa | |
| No | % | No | % | No | % | No | % | No | % |
| 10/13 | 77 | 10/13 | 77 | 21/27 | 78 | 31/37 | 84 | 40/47 | 85 |

Where are our students and which ones are we targeting?

In 2015 our targeted students who were below are in the following schools:-

| Name of School | Māori Girls | Māori Boys | Total | Māori sub total year 1-4 | Māori sub total year 5-8 |
|-----------------|-------------|------------|-------|--------------------------|--------------------------|
| Ashbrook | | | | | |
| Omarumutu | 0 | 3 | 3 | 3 | |
| Opotiki | | | | | |
| TKKM o Waioweka | 11 | 17 | 28 | 16 | 12 |
| Waiotahe | | | | | |
| Woodlands | | | | | |

Ashbrook is operating a new transition to level 2 Immersion Maori Class Years 1-3 with 10 students in 2016. There is no data entry for Term 1 2016.

How will we monitor our progress against these targets?

- Continue measuring all our students against the NWRM and NCEA Level 1 for Te Reo ā-Waha at each year level.
- Use “on track” data for target students to assist measuring our progress
- Each school know names, numbers and needs of target students.
- Inform our community at least once a year on progress against the target.
- Review percentage of students actively learning Te Reo ā-Waha bi-annually.

What’s our plan of action?

In order to address these concerns, the Opotiki cluster schools will use the new leadership roles to:

- Utilise the Te Reo ā-Waha Assessment Tool to gather baseline data and monitor progress.
- Gain a shared understanding of ‘good practice’ in leadership/systems/processes/ and teaching Te Reo ā-Waha across the COL.
- Teacher knowledge, understanding and practice of Te Reo ā-Waha.
- 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 achieving outcomes for all students
- Identify leadership that needs to be developed across the Community and specific and strategic professional learning and development
- Provide opportunities such as; Parent hui, reporting twice a year etc, for parents, family and whānau to strengthen their role in their children’s achievement in Te Reo ā-Waha.

Achievement Challenge Five: Science

To lift the participation and achievement of all our students (years 1-13) in science.

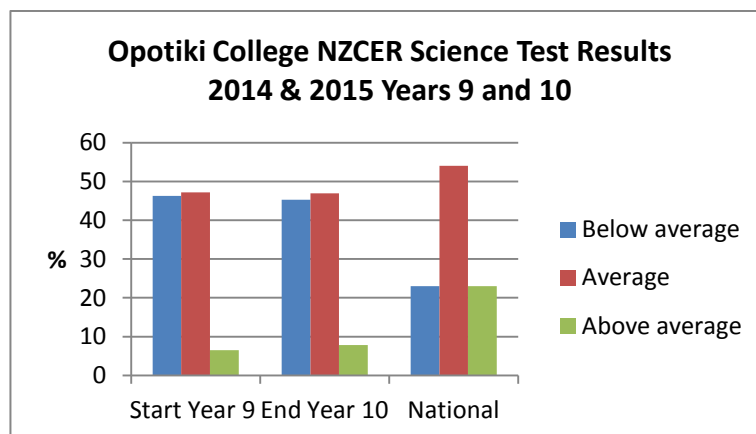
Why do we need to take on this challenge?

Some current practices are not reflective of the “new” thinking about the nature of science and its place in the knowledge economy. There is also little understanding of the potential vocational pathways at primary level as well as secondary with the significant investment and development of aquaculture, horticulture and engineering in the Opotiki district.

Science also provides authentic learning opportunities for evidence of reading, writing and mathematics learning to be gathered.

Our data reveals:

- 45% year 9 and 10 students are achieving below expectations in the NZCER Science Test 2014-2015



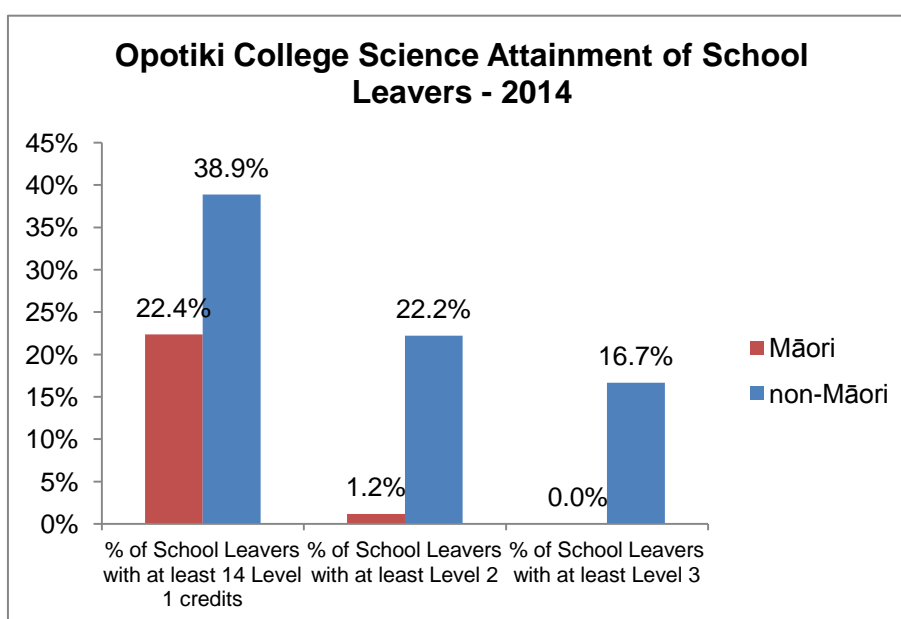
- 50-60% of students are not taking science subjects beyond year 10
- NCEA Level 1 Science external results for Māori students compared to non Māori students ():
 - 18% not achieved (8%)
 - 62% achieved (52%)
 - 17% merit (28%)
 - 3% excellence (22%)
- Māori student participation in the sciences declines considerably beyond Level 1. Cohort tracking reveals: 38 students taking L1 science in 2014 had declined to 13 in 2015. However all these students are still taking sciences in 2016.

Number of Maori/non Maori students taking science:

| Year | 2014 | 2015 | 2016 |
|-------------------|------|------|------|
| Level 1 Maori | 38 | 44 | 58 |
| Level 1 non Maori | 8 | 9 | 10 |
| Level 2 Maori | 9 | 13 | 43 |
| Level 2 non Maori | 5 | 7 | 8 |
| Level 3 Maori | - | 9 | 14 |
| Level 3 non Maori | - | 3 | 8 |

| Year | Level 2 Physics numbers (all candidates) | Level 2 Chemistry numbers (all candidates) | Level 2 Biology numbers (all candidates) | Level 2 Total Maori candidates | Total candidates |
|------|--|--|--|--------------------------------|------------------|
| 2015 | 9 | 13 | 11 | 19 (57%) | 33 |
| 2014 | 7 | 9 | 14 | 18 (60%) | 30 |
| 2013 | 12 | - | 8 | 14 (70%) | 20 |

| | | Total Number with at least 14 Level 1 credits | Total Number with at least Level 2 | Total Number with at least Level 3 | Total Number of Leavers | % of School Leavers with at least 14 Level 1 credits | % of School Leavers with at least Level 2 | % of School Leavers with at least Level 3 |
|--------------------|-----------|---|------------------------------------|------------------------------------|-------------------------|--|---|---|
| Sciences Pūtaiao | Māori | 19 | 1 | 0 | 85 | 22.4% | 1.2% | 0.0% |
| | non-Māori | 7 | 4 | 3 | 18 | 38.9% | 22.2% | 16.7% |



We have set two targets to tackle this challenge:

- Māori student participation and achievement in sciences (NCEA Levels 1-3) will be the same as non-Māori students by 2018. In 2015, 28% (61 out of 215) of our Māori students were taking sciences (NCEA Levels 1-3), as compared to 54% (19 out of 35) of our non-Māori students. We aim to have Māori students participating in sciences at the same rate (54% or 116 out of 215) by 2018
- 85% (141/166) of year 9-10 students will be achieving at or above expectation in the NZCER tool Science: Thinking with Evidence (years 7-10)

How will we monitor our progress against these targets?

We aim to strengthen the delivery of the science curriculum, monitored through:

- Baseline data will be gathered for years 7-8 in all schools using the NZCER tool Science: *Thinking with Evidence* (years 7-10) at the end of 2016.
- Use student voice to monitor engagement and enjoyment of science learning
- Use teacher voice to monitor confidence and capability in developing and delivering a rich science learning opportunities informed by the science capabilities (Science Online)
- Use participation and achievement data at NCEA level
- Use course development opportunities to encourage greater participation in the sciences, such as the Early Childhood Level 2 course offered in 2016.

What's our plan of action?

- In order to strengthen the teaching of Science, the Opotiki cluster schools will:
- Build teacher capability through the development of a community wide science curriculum
- Work alongside providers such as Toi EDA (Eastern Bay of Plenty Economic Development Agency) to develop understanding of vocational pathways in all school settings
- Share our specialist resources, for example the laboratories at the college
- Share professional learning and development
- Work with colleagues across the Community 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

Achievement Challenge Six: Level 2 NCEA

To ensure that 85% of our school leavers have achieved Level 2 NCEA by the end of 2017

Why do we need to take on this challenge?

Our analysis of our data revealed these issues:

- School leavers with less than NCEA Level 1 has increased to 26% (28/103) in 2013-2014
- 38% (33/85) Māori students left without NCEA Level 2 in 2014
- Retention of Māori students to age 17 in 2014 was 70%, a decline of 2.4%
- 46% of 19 year olds have participated in tertiary study

We know that completion of upper secondary education is associated with a range of economic and social benefits for our students. Retention to senior secondary schooling is linked to higher levels of skills and knowledge required for participation in our increasingly knowledge-based society and the wider global community as well as the exciting economic future for the Opotiki district. Ensuring our students stay at school to complete the minimum of a NCEA Level 2 qualification provides a strong foundation for post secondary education and training. We also know that the risk of unemployment for those with no school qualifications or only Year 11 qualifications is higher than for those with Year 12 or Year 13 qualifications. The positive effect of each additional year of schooling on incomes has been estimated to range from 5 to 10%

We have set this target to address this challenge:

- 85% of our school leavers have achieved Level 2 NCEA by the end of 2017

| 2014 school leavers with NCEA L2 or above | | Current State 2015 | | Intermediate State 2016 | | Desired State 2017 | |
|---|-----|--------------------|----|-------------------------|----|--------------------|----|
| No | % | No | % | No | % | No | % |
| 52/85 | 61% | 53/81 | 65 | 81/103 | 79 | 88/103 | 85 |

How will we monitor our progress against these targets?

- Use “on track” data for all students to assist measuring our progress and ensure we are retaining students at school
- Through developing individual learning plans with students and their whanau of those at risk of disengaging and not achieving
- Inform our community at least once a year on progress against the target.

What's our plan of action?

- Each school know names, numbers and needs of students at risk of not achieving
- Engage with MOE support provided through ART (Achievement, Retention and Transition) and ARoNA (At Risk of Not Achieving)
- Address the gap that exists between Māori and non-Māori achievement and retention by embedding programmes such as Kia Eke Panuku.
- Build on the relationship with BOP Polytechnic which has already offered successful programmes in engineering and driver education.
- The development of a more contextual curriculum through Vocational Academies