

Orewa Community of Learning

We will raise achievements for all students in the Orewa Community of Learning by developing collaborative pathways for equitable learning and participation.

PURPOSE AND TABLE OF CONTENTS

Purpose of this document

The purpose of this document is to provide a description of the shared achievement challenges of the Orewa Community of Learning (OCOL) for its wider community including the parents and whānau of the schools, the students, and staff.

The plans in this document provide an overview that identifies how there will be a strong learning pathway for all learners to realise the potential of each child. A detailed implementation plan will be developed in the first phase of the work the community of learning undertakes.

TABLE OF CONTENTS

PURPOSE AND TABLE OF CONTENTS	2
OUR COMMUNITY OF LEARNING	3
A Background of our Schools and Community	4
STUDENT ACHIEVEMENT DATA ANALYSIS	5
ACHIEVEMENT CHALLENGES	8
Achievement Challenge One - Mathematics	9
Achievement Challenge Two - Writing	12
Achievement Challenge Three - Reading	16
Achievement Challenge Four – NCEA	19
OUR KEY THEORY-BASED STRATEGIES	22
The Inquiry Model	22
Effective Practice for Improved Learner Outcomes	23
ACTION PLAN	25
OREWA COMMUNITY OF LEARNING STRUCTURE	26
APPENDIX I: NATIONAL STANDARDS DATA	27
APPENDIX II: OREWA COMMUNITY OF LEARNING ERO REPORT 2016	39
APPENDIX III: OREWA COMMUNITY OF LEARNING CODE OF PROFESSIONAL RESPONSIBILITY	41

OUR COMMUNITY OF LEARNING

OCOL currently consists of over 3300 students in six schools: one co-educational secondary school (Years 7 to 13) Orewa College, and five primary schools: Dairy Flat School, Orewa North School, Orewa School, Silverdale School and Wainui School. All are state schools and are within relatively close geographical proximity. Five schools are in urban areas and one school is in a semi-rural area. Approximately 40% of students attending the college have transitioned from schools within this OCOL. The majority of students in the COL are Pākehā. The roll numbers for Māori students vary between 8 and 18%. Smaller numbers of Pacific students or students from other ethnicities attend the schools.

All of the OCOL schools are experiencing roll growth, with the expansion of Auckland city and new housing developments on the Hibiscus coast. The area is served by multiple early childhood services with four main services contributing to the COL. The OCOL intends to explore links with these services as part of its work to see how it can improve transitions between early childhood education and school thereby maximising the education opportunities for young learners.



A Background of our Schools and Community

The schools in the OCOL have a long history, providing education for the families in the area with the oldest schools being, Silverdale, Dairy Flat and Wainui schools, established in 1876, 1878 and 1879 respectively.

Orewa College was established as a district high school in 1956. At the beginning of 2005 it extended its provision of education to include year 7 and 8 students. Orewa School was established as part of the Orewa District High School. It became a primary school in 1974, with a site next door to Orewa College. In 2005 it vacated its buildings and moved to its present site in Maire Road in 2005. Orewa North School was opened in May 1978, at the northern end of Centreway Road.

For many years the schools have worked together for the common good of students in the district. Issues of common concern have been identified and the Area Strategy of 2000 saw all Boards working collaboratively to plan changes in school status to better provide for education across the Hibiscus Coast. All schools in the OCOL have been involved in sustained professional learning as individual schools and for some, within clusters of schools across areas.

The decision to create the OCOL signals a new direction which will see the collaboration of schools across the education pathway of students from 0-18 years and beyond.

STUDENT ACHIEVEMENT DATA ANALYSIS

The schools in the OCOL have used 2015 National Standards and National Certificates of Educational Achievement (NCEA) data as a starting point for identifying initial trends, achievement challenges and goals. The Action Plan outlines some of the key strategies the OCOL believes will be most effective in achieving the goals. A detailed implementation plan will be developed through the first phase of the OCOL work and once further information has been collected.

National Standards data for Years 1 - 8 at the end of 2015

At the end of 2015 there were 2037 students in years 1-8 in the OCOL. The following data shows how many students were At or Above, Below and Well Below the New Zealand Curriculum National Standards and therefore on track to meet the demands of the curriculum. It also begins to highlight achievement challenges in years 1-8 for the OCOL.

Mathematics	At or Above NZC National Standards		Below or Well Below NZC National Standards	
	Above	At	Below	Well Below
Cohort				
All Students 2037	573 (28%)	1122 (55%)	296 (15%)	46 (2%)
Māori 253	54 (21%)	139 (55%)	50 (20%)	10 (4%)
Pasifika 53	10 (19%)	33 (62%)	10 (19%)	0 (0%)
Asian 162	66 (41%)	81 (50%)	14 (9%)	1 (1%)
European 1476	418 (28%)	816 (55%)	207 (14%)	35 (2%)
Female <i>*1005</i>	254 (25%)	577 (57%)	155 (15%)	19 (2%)
Male <i>*1032</i>	319 (31%)	545 (53%)	141 (14%)	27 (3%)

**There is a difference in the numbers of male and female students in the Mathematics data compared to Reading & Writing. Systems and processes for collecting data for the COL will be developed as part of the implementation plan.*

Writing	At or Above NZC National Standards		Below or Well Below NZC National Standards	
	Cohort	Above	At	Below
All Students 2037	371 (18%)	1305 (64%)	319 (16%)	42 (2%)
Māori 253	35 (14%)	166 (66%)	47 (19%)	5 (2%)
Pasifika 53	5 (9%)	38 (72%)	10 (19%)	0 (0%)
Asian 162	29 (18%)	100 (62%)	25 (15%)	8 (5%)
European 1476	289 (20%)	939 (64%)	221 (15%)	27 (2%)
Female *1019	250 (25%)	648 (64%)	109 (11%)	12 (1%)
Male *1018	121 (12%)	657 (65%)	210 (21%)	30 (3%)

Reading	At or Above NZC National Standards		Below or Well Below NZC National Standards	
	Cohort	Above	At	Below
All Students 2037	703 (35%)	1076 (53%)	207 (10%)	51 (3%)
Māori 253	75 (30%)	128 (51%)	41 (16%)	9 (4%)
Pasifika 53	14 (26%)	29 (55%)	9 (17%)	1 (2%)
Asian 162	47 (29%)	94 (58%)	11 (7%)	10 (6%)
European 1476	543 (37%)	769 (52%)	134 (9%)	30 (2%)
Female *1019	407 (40%)	517 (51%)	78 (8%)	17 (2%)
Male *1018	296 (29%)	559 (55%)	129 (13%)	34 (3%)

*There is a difference in the numbers of male and female students in the Mathematics data compared to Reading & Writing. Systems and processes for collecting data for the COL will be developed as part of the implementation plan.

Orewa College NCEA data for Levels 1 - 3 and University Entrance at the end of 2015

Level 1 Cohort	Achieved	Not Achieved
All Students 325	266 (82%)	59 (18%)
Male 168	135 (80%)	33 (20%)
Female 157	131 (83%)	26 (17%)
Māori 34	22 (65%)	12 (35%)
Pasifika 6	4 (67%)	2 (33%)

Level 2 Cohort	Achieved	Not Achieved
All Students 273	229 (84%)	44 (16%)
Male 120	103 (86%)	17 (14%)
Female 153	126 (82%)	27 (18%)
Māori 24	20 (83%)	4 (17%)
Pasifika 2	2 (100%)	0 (0%)

Level 3 Cohort	Achieved	Not Achieved	UE Cohort	Achieved	Not Achieved
All Students 219	158 (72%)	61 (28%)	All Students 219	127 (58%)	92 (42%)
Male 111	71 (64%)	40 (36%)	Male 111	53 (48%)	58 (52%)
Female 108	87 (81%)	21 (19%)	Female 108	74 (69%)	34 (31%)
Māori 17	17 (100%)	0 (0%)	Māori 16	13 (81%)	3 (19%)
Pasifika 6	4 (67%)	2 (33%)	Pasifika 6	3 (50%)	3 (50%)

ACHIEVEMENT CHALLENGES

The schools have identified that the achievement challenges are likely to change during 2017 when they collect new data. The schools have identified a significant change in the student population attending their schools. There is much greater diversity in socio-economic level, ethnicity and education needs, Silverdale School in particular. The range of needs identified includes noticing longer waiting lists for early childhood education.

A focus on raising achievement for all students in Literacy, Mathematics and NCEA

Analysis of 2015 student achievement data and initial inquiry across our six schools has revealed that raising achievement in Literacy and Mathematics would ensure our students are well prepared to meet the demands of the curriculum and for access into tertiary and employment opportunities. The Orewa COL will be aiming to move students at all levels of achievement ranging from Well Below to Above and Not Achieved to Achieved.

In general terms, data analysis indicates that students at Orewa College are increasingly successful in NCEA. Attainment overall is similar to national comparisons. However, there are persistent inequitable outcomes for Māori students, especially for Māori Males. The number of Pasifika students is small and these students are achieving well overall. However there is a disproportionate number of students in the At category in National Standards compared to those students achieving Above the standards. Pasifika students will be a key priority for the Orewa COL along with Māori and male students. Schools have identified inequitable outcomes for Males in Writing.

It is our theory that raising overall Literacy skills for Years 1-10 students will prepare students for success at NCEA Level 1, 2, 3 and beyond.

Mathematics is a key foundation for success in STEM* and significant career opportunities, therefore achieving the highest possible outcomes for all, especially priority groups, is central to our achievement challenge.

The following achievement challenges are based on 2015 National Standards and NCEA data. The projected progress is based on current roll numbers and therefore indicative only. The detailed action plans of each school and the Orewa COL project team will be reviewed regularly and adjusted for roll changes and fluctuations. The tables give an indication of the level of achievement challenge commitment for each of the schools to reach the targets.

*STEM is a curriculum based on the idea of educating students in four specific disciplines: science, technology, engineering and mathematics

Achievement Challenge One - Mathematics

Analysis of 2015 data looked at trends and patterns from all schools and identified a need in Mathematics for our students/ākonga including our priority groups of Māori and Pasifika.

There are 2037 Year 1 to Year 8 ākonga in our Community of Learning.

Currently 573 / 2037 (28%) of ākonga are Above the National Standard in Mathematics.

Currently 1122 / 2037 (55%) of ākonga are At the National Standard in Mathematics

Currently 296 / 2037 (15%) of ākonga are Below the National Standard in Mathematics

Currently 46 / 2037 (2%) of ākonga are Well Below the National Standard in Mathematics

We aim to increase the number of ākonga/students overall shift of learners within **At & Above National Standard in Mathematics** from **1695/2037 (83%)** to **1843/2037 (90%)** by the end of 2019.

This will mean accelerating the progress of at least **148 ākonga**.

We aim to increase the number of ākonga/students **achieving At into Above National Standard in Mathematics** from **573/2037 (28%)** to **at least 1121/ 2037 (55%)** by the end of 2019.

This will mean shifting the achievement of at least **548 ākonga**.

The chart below shows the size of the Achievement Challenge for the OCOL as well as for each school.

Total Movement of All Students for Mathematics										
YEAR	2015		2017		2018		2019		Total shift to Above	Total shift to At & Above
School Student Roll	Actual Above	Actual At & Above	Target Above	Target At & Above	Target Above	Target At & Above	Target Above	Target At/ Above		
All Students 2037	573 (28%)	1695 (83%)	672 (33%)	1731 (85%)	957 (47%)	1772 (87%)	1121 (55%)	1843 (90%)	548/2037 (27%)	148/2037 (7%)
Dairy Flat 251	66 (26%)	193 (77%)	83 (33%)	201 (80%)	118 (47%)	213 (85%)	138 (55%)	226 (90%)	72/251 (29%)	33/251 (13%)
Orewa College 436	151 (35%)	357 (82%)	174 (40%)	371 (85%)	205 (47%)	379 (87%)	240 (55%)	392 (90%)	89/436 (20%)	35/436 (8%)
Orewa North 283	67 (24%)	233 (83%)	93 (33%)	241 (85%)	133 (47%)	246 (87%)	156 (55%)	255 (90%)	89/283 (31%)	22/283 (7%)
**Orewa School 320	74 (23%)	296 (93%)	106 (33%)	297 (93%)	150 (47%)	297 (93%)	176 (55%)	297 (93%)	102/320 (32%)	1/320 (0%)
Silverdale 524	149 (28%)	423 (80%)	173 (33%)	435 (83%)	246 (47%)	456 (87%)	288 (55%)	472 (90%)	139/524 (27%)	49/524 (9%)
**Wainui 223	66 (30%)	193 (87%)	74 (33%)	194 (87%)	105 (47%)	194 (87%)	123 (55%)	201 (90%)	57/223 (26%)	8/223 (4%)
Total COL Shift									548/2037	148/2037

Note: *Where the AC shift is marginal the OCOL will explore areas for further achievement focus.

Māori

We aim to increase the number of ākonga/students overall shift of learners within **At & Above National Standard in Mathematics from 193/253 (76%) to 228/253 (90%)** by the end of 2019.

This will mean accelerating the progress of at least **35 ākonga**.

We aim to increase the number of ākonga/students **achieving At into Above National Standard in Mathematics from 54/253 (21%) to at least 138/253 (55%)** by the end of 2019.

This will mean shifting the achievement of at least **84 ākonga**.

The chart below shows the size of the achievement challenge for the OCOL as well as for each school.

Total Movement of Māori Students for Mathematics										
YEAR	2015		2017		2018		2019		Total shift to Above	Total shift to At & Above
School Student Roll	Actual Above	Actual At & Above	Target Above	Target At & Above	Target Above	Target At & Above	Target Above	Target At/ Above		
OCOL 253	54 (21%)	193 (76%)	96 (38%)	210 (83%)	118 (47%)	219 (87%)	138 (55%)	228 (90%)	84 (34%)	35 (14%)
Dairy Flat 27	5 (19%)	18 (67%)	10 (37%)	21 (79%)	12 (46%)	23 (84%)	15 (55%)	24 (90%)	10 (36%)	6 (23%)
Orewa College 68	15 (22%)	51 (75%)	26 (39%)	56 (83%)	32 (47%)	59 (87%)	37 (55%)	61 (90%)	22 (33%)	10 (15%)
Orewa North 52	12 (23%)	41 (79%)	20 (39%)	44 (85%)	24 (47%)	46 (88%)	28 (54%)	47 (90%)	16 (32%)	6 (11%)
Orewa School 25	3 (12%)	21 (84%)	8 (34%)	22 (87%)	11 (44%)	22 (89%)	14 (55%)	23 (90%)	11 (43%)	2 (6%)
Silverdale 46	11 (24%)	35 (76%)	18 (40%)	38 (83%)	22 (47%)	40 (87%)	25 (55%)	41 (90%)	14 (31%)	6 (14%)
Wainui 35	8 (23%)	27 (77%)	14 (39%)	29 (84%)	16 (47%)	31 (87%)	19 (55%)	32 (90%)	11 (32%)	5 (13%)
Total COL Shift									84	35

Note: *Where the AC shift is marginal the OCOL will explore areas for further achievement focus.

Pasifika

We aim to increase the number of ākonga/students overall shift of learners within **At & Above National Standard in Mathematics from 43/53 (81%) to 48/53 (91%)** by the end of 2019.

This will mean accelerating the progress of at least **5 ākonga**.

We aim to increase the number of ākonga/students **achieving At into Above National Standard in Mathematics from 10/53 (19%) to at least 29/53 (55%)** by the end of 2019.

This will mean shifting the achievement of at least **19 ākonga**.

Total Movement of Pasifika Students for Mathematics										
YEAR	2015		2017		2018		2019		Total shift to Above	Total shift to At & Above
School Student Roll	Actual Above	Actual At & Above	Target Above	Target At & Above	Target Above	Target At & Above	Target Above	Target At/ Above		
COL Pasifika Students 53	10 (19%)	43 (81%)	20 (38%)	45 (86%)	24 (46%)	48 (91%)	29 (55%)	48 (91%)	19 (36%)	5 (9%)

Achievement Challenge Two - Writing

Analysis of 2015 data that looked at trends and patterns from all schools identified a need in Writing to address the achievement of our students/ākonga including our priority groups of Māori, Pasifika and Males. There are 2037 Year 1 to Year 8 ākonga in our Community of Learning.

Currently 371/2037 (18%) of ākonga are Above the National Standard in Writing.

Currently 1305/2037 (64%) of ākonga are At the National Standard in Writing.

Currently 319/2037 (16%) of ākonga are Below the National Standard in Writing.

Currently 42/2037 (2%) of ākonga are Well Below the National Standard in Writing.

We aim to increase the number of ākonga/students overall shift of learners within **At & Above National Standard in Writing from 1676/2037 (82%) at least 1840/2037 (90%)** by the end of 2019.

This will mean accelerating the progress of at least **164 ākonga**.

We aim to increase the number of ākonga/students **achieving At into Above National Standard in Writing from 371/2037 (18%) to at least 1119/2037 (55%)** by the end of 2019.

This will mean shifting the achievement of at least **748 ākonga**.

The chart below shows the size of the achievement challenge for the OCOL as well as for each school.

Total Movement of All Students for Writing										
YEAR	2015		2017		2018		2019		Total shift to Above	Total shift to At & Above
School Student Roll	Actual Above	Actual At & Above	Target Above	Target At & Above	Target Above	Target At & Above	Target Above	Target At/ Above		
All Students 2037	371 (18%)	1676 (82%)	672 (33%)	1732 (85%)	957 (47%)	1772 (87%)	1119 (55%)	1840 (90%)	748/2037 (37%)	164/2037 (8%)
Dairy Flat 251	43 (17%)	188 (75%)	83 (33%)	201 (80%)	118 (47%)	213 (85%)	138 (55%)	226 (90%)	95/251 (38%)	38/251 (15%)
Orewa College 436	119 (27%)	379 (87%)	174 (40%)	392 (90%)	205 (47%)	392 (90%)	240 (55%)	392 (90%)	121/436 (28%)	13/436 (3%)
Orewa North 283	35 (12%)	230 (81%)	93 (33%)	241 (85%)	133 (47%)	246 (87%)	156 (55%)	255 (90%)	121/283 (43%)	25/283 (9%)
**Orewa School 320	53 (17%)	292 (91%)	106 (33%)	292 (91%)	150 (47%)	292 (91%)	175 (55%)	292 (91%)	122/320 (38%)	0/320 (0%)
Silverdale 524	81 (16%)	426 (81%)	203 (33%)	435 (83%)	246 (47%)	456 (87%)	288 (55%)	474 (90%)	207/524 (39%)	48/524 (9%)
Wainui 223	40 (18%)	161 (72%)	74 (33%)	194 (87%)	105 (47%)	194 (87%)	122 (55%)	201 (90%)	82/223 (37%)	40/223 (18%)
Total COL Shift									748	164

Note: *Where the AC shift is marginal the OCOL will explore areas for further achievement focus.

Māori

We aim to increase the number of ākonga/students overall shift of learners within **At & Above National Standard in Writing from 201/253 (79%) to 228/ 253 (89%)** by the end of 2019.

This will mean accelerating the progress of at **least 27 ākonga**.

We aim to increase the number of ākonga/students **achieving At into Above National Standard in Writing from 35/253 (14%) to at least 139/ 253 (55%)** by the end of 2019.

This will mean shifting the achievement of at least **104 ākonga**.

The chart below shows the size of the achievement challenge for the OCOL as well as for each school.

Total Movement of Māori Students for Writing										
YEAR	2015		2017		2018		2019		Total shift to Above	Total shift to At & Above
School Student Roll	Actual Above	Actual At & Above	Target Above	Target At & Above	Target Above	Target At & Above	Target Above	Target At/ Above		
COL Māori Students 253	35 (14%)	201 (79%)	63 (25%)	210 (83%)	101 (40%)	220 (87%)	139 (55%)	228 (90%)	104 (41%)	27 (11%)
Dairy Flat 27	5 (19%)	20 (74%)	7 (25%)	22 (80%)	11 (40%)	23 (85%)	15 (55%)	24 (90%)	10 (36%)	4 (16%)
Orewa College 68	10 (15%)	54 (79%)	17 (25%)	56 (83%)	27 (40%)	58 (85%)	37 (55%)	61 (90%)	27 (40%)	7 (7%)
Orewa North 52	7 (14%)	44 (85%)	13 (25%)	45 (87%)	21 (40%)	47 (90%)	29 (55%)	47 (90%)	22 (41%)	3 (5%)
**Orewa School 25	2 (8%)	23 (92%)	5 (20%)	23 (92%)	10 (40%)	23 (92%)	14 (55%)	23 (92%)	12 (47%)	0 (0%)
Silverdale 46	8 (17%)	38 (83%)	12 (25%)	39 (85%)	18 (40%)	40 (87%)	25 (55%)	41 (90%)	17 (38%)	3 (7%)
Wainui 35	3 (9%)	21 (60%)	7 (20%)	25 (70%)	14 (40%)	28 (80%)	19 (55%)	31 (90%)	16 (46%)	10 (30%)
Total COL Shift									104	27

Note: *Where the AC shift is marginal the OCOL will explore areas for further achievement focus.

Pasifika

We aim to increase the number of ākongā/students overall shift of learners within **At & Above National Standard in Writing from 43/53 (81%) to 48/53 (91%)** by the end of 2019.

This will mean accelerating the progress of at least **5 ākongā**.

We aim to increase the number of ākongā/students **achieving At into Above National Standard in Writing from 5/43 (9%) to at least 29/53 (55%)** by the end of 2019.

This will mean shifting the achievement of at least **24 ākongā**.

Total Movement of Pasifika Students for Writing										
YEAR	2015		2017		2018		2019		Total shift to Above	Total shift to At & Above
School Student Roll	Actual Above	Actual At & Above	Target Above	Target At & Above	Target Above	Target At & Above	Target Above	Target At/ Above		
COL Pasifika Students 53	5 (9%)	43 (81%)	13 (25%)	45 (85%)	19 (35%)	48 (90%)	29 (55%)	48 (91%)	24 (45%)	5 (9%)

Males

We aim to increase the number of ākongā/students overall shift of learners within **At & Above National Standard in Writing from 778/1018 (76%) to 921/ 1018 (90%)** by the end of 2019.

This will mean accelerating the progress of at least **143 ākongā**.

We aim to increase the number of ākongā/students **achieving At into Above National Standard in Writing from 121/1018 (12%) to at least 560 /1018 (55%)** by the end of 2019.

This will mean shifting the achievement of at least **439 ākongā**.

The chart below shows the size of the achievement challenge for the OCOL as well as for each school.

Total Movement of Male Students for Writing										
YEAR	2015		2017		2018		2019		Total shift to Above	Total shift to At & Above
School Student Roll	Actual Above	Actual At & Above	Target Above	Target At & Above	Target Above	Target At & Above	Target Above	Target At/ Above		
COL Male Students 1018	121 (12%)	778 (76%)	255 (25%)	814 (80%)	407 (40%)	865 (85%)	560 (55%)	921 (90%)	439 (43%)	143 (14%)
Dairy Flat 122	14 (12%)	86 (71%)	31 (25%)	98 (80%)	49 (40%)	104 (85%)	67 (55%)	111 (90%)	53 (43%)	25 (19%)
Orewa College 221	35 (16%)	184 (83%)	55 (25%)	188 (85%)	88 (40%)	192 (87%)	122 (55%)	200 (90%)	87 (39%)	16 (7%)
Orewa North 151	12 (8%)	112 (74%)	30 (20%)	121 (80%)	60 (40%)	128 (85%)	83 (55%)	137 (90%)	71 (47%)	25 (16%)
Orewa School 156	20 (13%)	135 (87%)	39 (25%)	140 (90%)	62 (40%)	140 (90%)	86 (55%)	141 (90%)	66 (42%)	6 (3%)
Silverdale 262	30 (12%)	192 (73%)	66 (25%)	210 (80%)	105 (40%)	223 (85%)	144 (55%)	237 (90%)	114 (43%)	45 (17%)
Wainui 106	10 (9%)	69 (65%)	21 (20%)	85 (80%)	42 (40%)	90 (85%)	58 (55%)	95 (90%)	48 (46%)	26 (25%)
Total COL Shift									439	143

Achievement Challenge Three - Reading

Analysis of 2015 data looked at trends and patterns from all schools and identified a need in Reading for our students / ākonga including our priority groups of Māori and Pasifika.

There are 2037 Year 1 to Year 8 ākonga in our Community of Learning.

Currently 703 / 2037 (35%) of ākonga are Above the National Standard in Reading.

Currently 1076 / 2037 (53%) of ākonga are At the National Standard in Reading.

Currently 207 / 2037 (10%) of ākonga are Below the National Standard in Reading.

Currently 51 / 2037 (3%) of ākonga are Well Below the National Standard in Reading.

We aim to increase the number of ākonga/students overall shift of learners within **At & Above National Standard in Reading from 1779/2037 (87%) to at least 1834/ 2037 (90%) for Reading** by the end of 2019.

This will mean accelerating the progress of at least **55 ākonga**.

We aim to increase the number of ākonga/students **achieving At into Above National Standard in Reading from 703/2037 (35%) to at least 1120/ 2037 (55%)** by the end of 2019.

This will mean shifting the achievement of at least **417 ākonga**.

The chart below shows the size of the achievement challenge for the OCOL as well as for each school.

Total Movement of All Students for Reading										
YEAR	2015		2017		2018		2019		Total shift to Above	Total shift to At & Above
School Student Roll	Actual Above	Actual At & Above	Target Above	Target At & Above	Target Above	Target At & Above	Target Above	Target At/ Above		
All Students 2037	703 (35%)	1779 (87%)	754 (37%)	1834 (90%)	957 (47%)	1834 (90%)	1120 (55%)	1834 (90%)	417/2037 (20%)	55/2037 (3%)
Dairy Flat 251	75 (30%)	205 (82%)	83 (33%)	213 (85%)	118 (47%)	218 (87%)	137 (55%)	225 (90%)	62/251 (25%)	20/251 (8%)
Orewa College 436	186 (43%)	378 (87%)	205 (47%)	384 (90%)	218 (50%)	392 (90%)	240 (55%)	391 (90%)	54/436 (12%)	13/436 (3%)
Orewa North 283	84 (30%)	241 (85%)	105 (37%)	246 (87%)	133 (47%)	255 (90%)	156 (55%)	253 (90%)	72/283 (25%)	12/283 (5%)
**Orewa School 320	85 (27%)	294 (92%)	112 (35%)	294 (92%)	150 (47%)	294 (92%)	176 (55%)	294 (92%)	91/320 (28%)	0/320 (0%)
**Silverdale 524	193 (37%)	469 (90%)	472 (43%)	472 (90%)	262 (50%)	472 (90%)	288 (55%)	472 (90%)	95/524 (18%)	3/524 (0%)
Wainui 223	80 (36%)	192 (86%)	96 (43%)	201 (90%)	112 (50%)	201 (90%)	123 (55%)	199 (90%)	43/223 (19%)	7/223 (4%)
Total COL Shift									417	55

Note: *Where the AC shift is marginal the OCOL will explore areas for further achievement focus.

Māori

We aim to increase the number of ākonga/students overall shift of learners within **At & Above National Standard in Reading from 203/253 (80%) to 228/253 (90%)** by the end of 2019.

This will mean accelerating the progress of at least 25 ākonga.

We aim to increase the number of ākonga/students **achieving At into Above National Standard in Reading from 75/253 (30%) to at least 139/ 253 (55%)** by the end of 2019.

This will mean shifting the achievement of at least **64 ākonga**.

The chart below shows the size of the achievement challenge for the OCOL as well as for each school.

Total Movement of Māori Students for Reading										
YEAR	2015		2017		2018		2019		Total shift to Above	Total shift to At & Above
School Student Roll	Actual Above	Actual At & Above	Target Above	Target At & Above	Target Above	Target At & Above	Target Above	Target At/ Above		
All Students 253	75 (30%)	203 (80%)	89 (35%)	215 (85%)	114 (45%)	220 (87%)	139 (55%)	228 (90%)	64/253 (25%)	25/253 (10%)
Dairy Flat 27	7 (26%)	22 (82%)	10 (35%)	23 (85%)	12 (45%)	24 (87%)	15 (55%)	24 (90%)	8/27 (29%)	2/27 (7%)
Orewa College 68	19 (28%)	51 (75%)	24 (35%)	54 (80%)	31 (45%)	58 (85%)	37 (55%)	61 (90%)	18/68 (27%)	10/68 (15%)
Orewa North 52	15 (29%)	42 (81%)	18 (35%)	44 (85%)	23 (45%)	45 (87%)	29 (55%)	47 (90%)	14/52 (26%)	5/52 (10%)
Orewa School 25	6 (24%)	23 (92%)	9 (35%)	23 (92%)	11 (45%)	23 (92%)	14 (55%)	23 (90%)	8/25 (31%)	0/25 (0%)
Silverdale 46	19 (41%)	39 (85%)	21 (45%)	40 (87%)	23 (50%)	41 (90%)	25 (55%)	41 (90%)	6/46 (14%)	2/46 (4%)
Wainui 35	9 (26%)	26 (74%)	12 (35%)	28 (80%)	16 (45%)	30 (85%)	19 (55%)	32 (90%)	10/35 (29%)	6/35 (17%)
Total COL Shift									64	25

Pasifika

We aim to increase the number of ākonga/students overall shift of learners within **At & Above National Standard in Reading from 43/53 (81%) to 48/53 (91%)** by the end of 2019.

This will mean accelerating the progress of at least **5 ākonga**.

We aim to increase the number of ākonga/students **achieving At into Above National Standard in Reading from 14/53 (26%) to at least 29/53 (55%)** by the end of 2019.

This will mean shifting the achievement of at least **15 ākonga**.

Note: Individual school data will be completed in-school to protect the privacy of individuals.

Total Movement of Pasifika Students for Reading										
YEAR	2015		2017		2018		2019		Total shift to Above	Total shift to At & Above
School Student Roll	Actual Above	Actual At & Above	Target Above	Target At & Above	Target Above	Target At & Above	Target Above	Target At/ Above		
All Students 53	14 26%	43 (81%)	19 (35%)	45 (85%)	24 (45%)	47 (89%)	29 (55%)	48 (91%)	15/53 (28%)	5/53 (9%)

Achievement Challenge Four – NCEA and University Entrance

Orewa College NCEA data for Levels 1 - 3 and University Entrance at the end of 2015

Note: This 2015 data includes Alternative Education (AE) students enrolled at Orewa College but who attend education off campus. New requirements in 2017 will separate the AE students from the mainstream student rolls in the future.

We aim to increase the number of ākonga achieving NCEA Level 1 from 266/325 (82%) to 293/325 (90%) by the end of 2019. This will mean accelerating the progress of at least 27 ākonga.

Total Movement of All Students NCEA Level 1									
YEAR	2015		2017		2018		2019		Total shift
Cohort	A	NA	A	NA	A	NA	A	NA	
All Students 325	266 (82%)	59 (18%)	276 (85%)	49 (15%)	283 (87%)	42 (13%)	293 (90%)	33 (10%)	27 (8%)
Male 168	135 (80%)	33 (20%)	143 (85%)	25 (15%)	146 (87%)	22 (13%)	152 (90%)	17 (10%)	17 (10%)
Female 157	131 (83%)	26 (17%)	133 (85%)	24 (15%)	137 (87%)	20 (13%)	141 (90%)	16 (10%)	10 (7%)
Māori 34	22 (65%)	12 (35%)	26 (75%)	8 (25%)	29 (85%)	5 (15%)	31 (90%)	3 (10%)	9 (25%)
Pasifika 6	x	x	x	x	x	x	x	x	x

x = data has been redacted

We aim to increase the number of ākonga achieving NCEA Level 2 from 229/273 (84%) to 246 /273 (90%) by the end of 2019. This will mean accelerating the progress of at least 17 ākonga.

Total Movement of All Students NCEA Level 2									
YEAR	2015		2017		2018		2019		Total shift
Cohort	A	NA	A	NA	A	NA	A	NA	
All Students 273	229 (84%)	44 (16%)	235 (86%)	38 (14%)	240 (88%)	33 (12%)	246 (90%)	27 (10%)	17 (6%)
Male 120	103 (86%)	17 (14%)	106 (88%)	14 (12%)	108 (90%)	12 (10%)	108 (90%)	12 (10%)	5 (4%)
Female 153	126 (82%)	27 (18%)	130 (85%)	23 (15%)	132 (86%)	21 (14%)	138 (90%)	15 (10%)	12 (8%)
Māori 24	20 (83%)	4 (17%)	20 (85%)	4 17%	21 (87%)	3 (13%)	22 (90%)	2 8%	2 8%
Pasifika 2	x	x	x	x	x	x	x	x	x

x = data has been redacted

We aim to increase the number of ākonga achieving NCEA Level 3 from 158/219 (72%) to 197/219 (90%) by the end of 2019. This will mean accelerating the progress of at least 39 ākonga.

Total Movement of All Students NCEA Level 3									
YEAR	2015		2017		2018		2019		Total shift
Cohort	A	NA	A	NA	A	NA	A	NA	
All Students 219	158 (72%)	61 (28%)	175 (80%)	44 (20%)	186 (85%)	33 (15%)	197 (90%)	22 (10%)	39 (18%)
Male 111	71 (64%)	40 (36%)	83 (75%)	28 (25%)	94 (85%)	17 (15%)	100 (90%)	11 (10%)	29 (26%)
Female 108	87 (81%)	21 (19%)	92 (85%)	16 (15%)	94 (87%)	14 (13%)	97 (90%)	11 (10%)	10 (9%)
Māori 17	17 100%	0 (0%)	17 100%	0 (0%)	17 100%	0 (0%)	17 100%	0 (0%)	0 (0%)
Pasifika 6	x	x	x	x	x	x	x	x	x

x = data has been redacted

We aim to increase the number of ākonga achieving University Entrance from 127/219 (58%) to 197/219 (90%) by the end of 2019. This will mean accelerating the progress of at least 70 ākonga.

Total Movement of All Student University Entrance									
YEAR	2015		2017		2018		2019		Total shift
Cohort	A	NA	A	NA	A	NA	A	NA	
All Students 219	127 (58%)	92 (42%)	149 (68%)	70 (32%)	171 (78%)	48 (22%)	197 (90%)	22 (10%)	70 (32%)
Male 111	53 (48%)	58 (52%)	67 (60%)	44 (40%)	73 (75%)	38 (25%)	100 (90%)	11 (10%)	47 (42%)
Female 108	74 (69%)	34 (31%)	81 (75%)	27 (25%)	92 (85%)	16 (15%)	97 (90%)	11 (10%)	23 (21%)
Māori 16	13 (81%)	3 (19%)	14 (88%)	2 (13%)	14 (87%)	2 (13%)	14 (88%)	2 (13%)	1 (6%)
Pasifika 6	x	x	x	x	x	x	x	x	x

x = data has been redacted

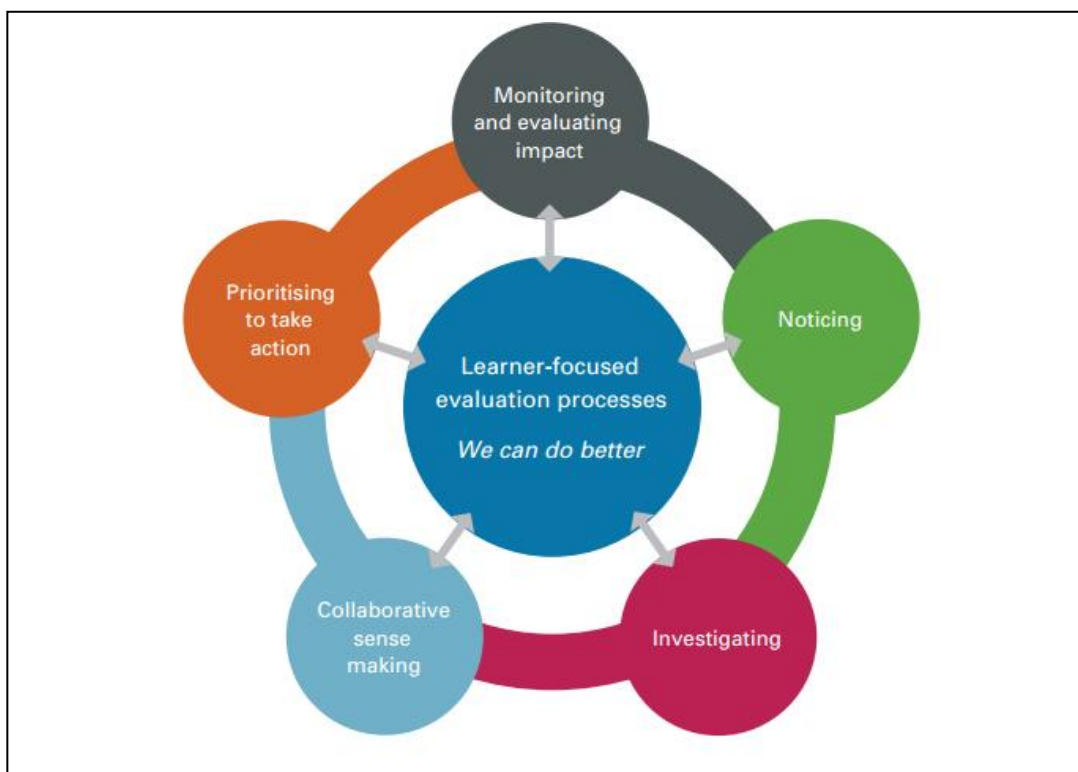
Retention of Maori ākonga staying at school longer

We aim to increase the retention rates for all Maori ākonga from year 11 to year 12 to (90%) by the end of 2019. This will mean 6 more students will be staying at school (13%).

OUR KEY STRATEGIES

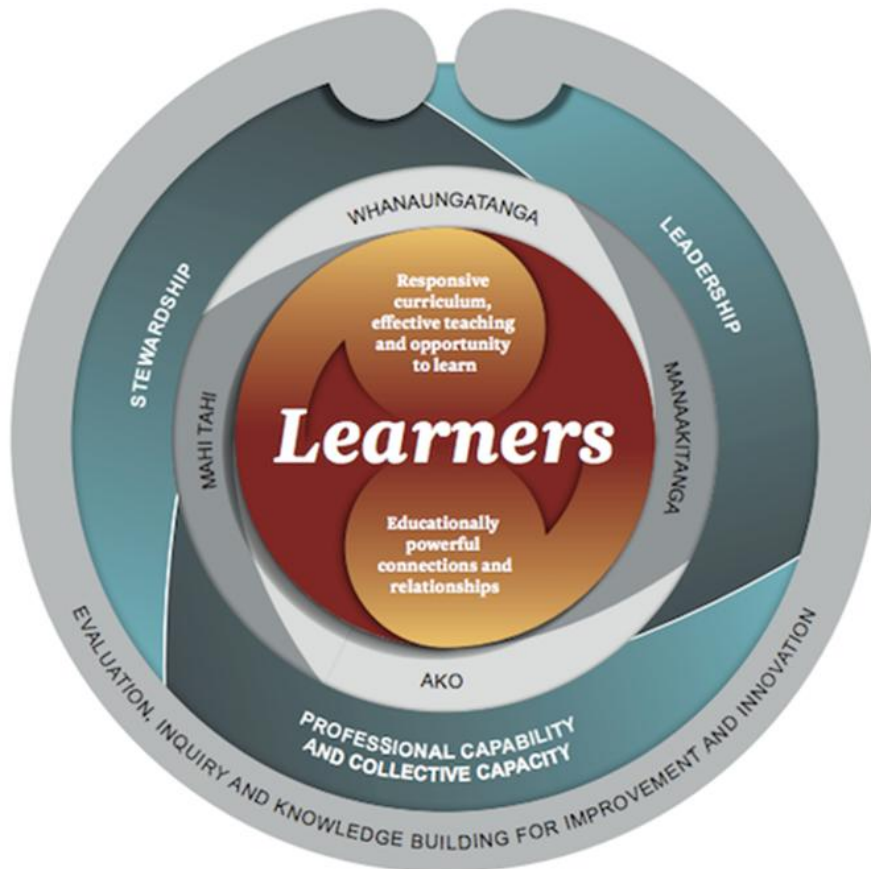
The Inquiry Model

The OCOL intends to use the inquiry model outlined below, to promote valued student outcomes in our cluster of schools. The model provides a rigorous process for inquiring into effective practice through the following phases: noticing, investigating, collaborating and prioritising actions and then monitoring and evaluating the impact of actions over time. *Effective School Evaluation (Trial Document)*, Education Review Office, Ministry of Education, (2016)



Effective Practice for Improved Learner Outcomes

The Orewa COL has adopted the *School Evaluation Indicators* to support the goal of improving education outcomes for all learners (*School Evaluation Indicators: Effective Practice for improvement and Learners Education Review Office, Ministry of Education, 2016*). The framework highlights the key influences in improving outcomes for all learners. A description of each aspect is described below.



Whanaungatanga	Ako
<p>Is the process of establishing links, making connections and relating to the people one meets by identifying in culturally appropriate ways, whakapapa linkages, past heritages, points of engagement, or other relationships. Establishing whānau connections is kinship in its widest sense. The concept of whanaungatanga describes the centrality of extended family-like relationships and the “rights and responsibilities, commitments and obligations. In the learning context, whanaungtanga demands a focus on the quality of teaching-learning relationships and interactions, and the agency of the teacher in establishing a whānau-like context that supports engagement and learning.</p>	<p>Is grounded in the principle of reciprocity and also recognises that students and their whānau cannot be separated. Ako describes a teaching and learning relationship “where the child is both teacher and learner” (Pere, 1982, cited in Berryman et al., 2002) and the educator is also learning from the student in a two-way process. It is the acquisition of knowledge as well as the imparting of knowledge... Ako as a process does not assume any power relationship between teacher and student but instead it serves to validate dual learning or reciprocal learning experience</p>

<p style="text-align: center;">Mahi tahi</p> <p>Or mahi ngātahi is a term used to describe the unity of people working towards a specific goal or the implementation of a task. It is the act of carrying out the task or activity for which you have come together in a common purpose. Working together as a group in a ‘hands-on’ fashion is referred to as mahi tahi. The solidarity that mahi tahi engenders in a group of people is powerful and this kind of relationship is known to sustain itself well after the goal has been fulfilled or the project has been completed (Berryman, 2014)</p>	<p style="text-align: center;">Manaakitanga</p> <p>Describes the immediate responsibility and authority of the host to care for their visitor’s emotional, spiritual, physical and mental wellbeing. In the learning context these understandings encompass the need to care for children and young people as culturally located human beings through providing safe, nurturing environments.</p>
<p style="text-align: center;">Learners/ ākongā</p> <p>The collective data has identified that we have 2037 ākongā in years 1-8 and 817 ākongā in Years 11-13 completing NCEA in the OCOL.</p>	<p style="text-align: center;">Leadership</p> <p>The key role of the principals is to build relational trust and effective collaboration at every level of the collaborative community. They ensure a learning culture, effective and supportive learning environments for all students where every member has a voice and is valued for their strengths and contributions. Learning environments will be culturally responsive and inclusive.</p>
<p style="text-align: center;">Stewardship</p> <p>The combined Boards of Trustees have responsibility to set the collective strategic direction, goals and priorities for the Community of Schools. They have the responsibility to scrutinise the effectiveness of the COL in achieving valued student outcomes</p>	<p style="text-align: center;">Professional Capability and Collective Capacity</p> <p>Across school teachers and lead teachers will work with teachers to build capability and capacity. They will collaborate to ensure systematic, collaborative inquiry processes and challenging professional learning opportunities that align with the COL vision, values, goals and targets.</p>

ACTION PLAN

This Action Plan provides a high level picture of actions we expect will be successful in tackling the achievement challenges. More detailed strategic and annual planning will be developed with new data and aligned with individual school Charters.

Below is a beginning list of actions we believe if improved will result in reaching our achievement targets for students and will be part of the focus of work for the COL. A process of internal review using the Inquiry cycle will inform subsequent planning:

1. Shared learning and collaborative enterprise will be a key strategy in making a difference for students.
2. The COL will develop its leadership roles to determine and enable effective ways of working through collaboration to drive the goals of the COL. Building relationships and collaboration will be an essential focus of this work.
3. A continued focus on individual teacher inquiry and reflection at class and team/subject area level with the aim of accelerating progress and achievement for those students who are at risk of not being on track to meet the demands of the curriculum.
4. Further improving the quality of evaluation and self-review at board level is a priority. More in-depth analysis of review findings should provide trustees and school leaders with increasingly valuable information to guide planning and resourcing decisions, especially for those students at risk of not achieving.
5. Refine the use of achievement data to pinpoint where interventions are necessary for individual students to progress
6. Further promote and foster modern learning practices, including developing a vision for digital learning.
7. Build effective learning partnerships to empower families and whānau to support their children's learning at home.
8. Strengthen self-review practice to ensure it is a meaningful and purposeful tool for improvement.
9. Seek Māori and Pasifika voice and perspectives in strategic decision-making.
10. The appointed leaders would become confident using research and guides ie. *Ka Hikitia, Tataiako, Pasifika Education Plan (as refer to Pasifika Voice), ERO raising student achievement through targeted actions, ERO Effective School Evaluation, Conditions for Inquiry* (Timperley et al 2008).

As the OCOL develops it will also be important to focus on the quality of transitions children and young people experience as they move through their schooling and into tertiary training and employment.

- To enhance smooth transitions, schools should consider clearly stating the expected outcomes at each transition point.
- Links with the diverse range of early childhood centres will be explored and developed.
- Agreeing to achievement signposts and developing cohesive local curriculum and teaching practices could help facilitate smooth transitions for students.

OREWA COMMUNITY OF LEARNING STRUCTURE



Reporting

- Mid-year and end-of-year data collected and analysed
- Termly summary reporting against the developed Implementation Plan
- Report to individual school boards and communities

APPENDIX II:

OREWA COMMUNITY OF LEARNING ERO REPORT 2016

Note: When this report was completed Dairy Flat School was yet to be part of the COL

Orewa Community of Learning Report 2016

Ko te Tamaiti te Pūtake o te Kaupapa The Child – the Heart of the Matter

This report is based on information ERO already has about the members of this community, including the latest ERO reports. It tells a recent story about the Orewa Community of Learning and outlines what is working well and what could be developed or improved.

It provides a context for community discussion when developing their Achievement Challenges and deciding on a framework to monitor progress towards meeting these challenges.

Overview

Orewa Community of Learning (CoL) comprises four state primary schools and one state secondary school that caters for Year 7 to 13 students. Forty percent of the secondary school's roll comes from the four contributing schools in the CoL. The schools are in reasonably close proximity to each other on the Hibiscus Coast, north of Auckland. Housing development across this area has contributed to roll growth in the CoL schools. Students across the CoL are well engaged in their learning, and educational outcomes for most learners are very positive. Further progressing student achievement through the development of strong and productive learning partnerships with families continues as a work in progress for several CoL schools.

All of the primary schools report high levels of achievement for National Standards in reading, writing and mathematics. They are already meeting the Ministry of Education goal to have 85% of students, including Māori students, achieving at or above the National Standards by 2017.

Achievement information shows that the college is already meeting the Ministry of Education (MoE) target of 85% of students leaving school having achieved at least their National Certificate of Educational Achievement (NCEA) at Level 2. Māori and Pacific students also achieve well in relation to national averages, but overall achievement levels are below those reflected in whole school data. Senior secondary school students enjoy a broad-based curriculum that caters for a wide diversity of interests, needs and abilities.

Common strengths include:

- high levels of student engagement with learning
- schools' strategic planning for improved achievement outcomes
- increasingly responsive school curricula that promote improved educational outcomes
- clear expectations for high quality teaching practice and effective professional learning for teachers and school leaders.

Areas for improvement include:

- refining the use of achievement data to pinpoint where interventions are necessary for individual students to progress
- further promoting and fostering modern learning practices, including developing a vision for digital learning
- building effective learning partnerships to empower families and whāau to support their children's learning at home
- strengthening self-review practice to ensure it is a meaningful and purposeful tool for improvement
- seeking Māri voice and perspectives in strategic decision-making.
- Information for this report is drawn from each school's most recent ERO report and evidential file, together with publicly available achievement information.

Education Review Office Orewa Community of Learning Report 2016 2

Institution Name	Ministry of Education Profile Number	Date of last ERO report
Orewa College	25	October 2012
Orewa North School	1406	June 2015
Orewa School	1407	February 2014
Silverdale School	1482	June 2015
Wainui School	1552	May 2013

APPENDIX III:

OREWA COMMUNITY OF LEARNING CODE OF PROFESSIONAL RESPONSIBILITY

- All participants will be respectful of each other's views and opinions.
- Teachers and leaders will approach professional learning with an open and questioning mindset to build deep knowledge and seek possible solutions.
- Relationships will be built on respect and challenge - teachers and leaders will challenge and support each other to improve teaching and learning.
- All participants will value new learning and critique and treat shared information in a professional manner.
- In case of a dispute or breakdown in communication, issues will be referred to the leaders of the programme. Where the leaders are involved or are unable to resolve differences the issue will be taken to the principal's leadership group to process a way forward.
- All positions of service for the community agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the community of schools.
- The information provided can only be used for the purpose that it has been collected for, and can only be used for another purpose with the permission of the school(s) that provided the information.
- Participants in the Community of Schools acknowledge and support Maori as our bi-cultural partners as written in the Treaty of Waitangi.