

**Porirua East Group
Community of Learners Proposed Challenges**

Vision Statement

The vision for our students is:

Voice, Agency, Identity

The Porirua East Group (PEG) Community of Learners has identified three challenges facing our schools that have huge implications for student achievement. Our challenges are:

- How do we improve teacher capability and capacity to meet the needs and aspirations of students who bring a wide range of experiences and strengths to our schools?
- How do we grow leadership and collaboration at all levels of the school?
- How do we engage meaningfully with whānau to ensure mutually beneficial relationships develop around learning and well-being?

The richness of the New Zealand Curriculum, rather than a singular focus on assessment of the National Standards, must be at the **centre of learning** as we respond to these challenges.

Addressing Challenges to Raise Achievement

We believe that the previous approach to schooling improvement in our low decile schools has been limited. The marginal improvements are a result of a traditional approach of professional development focusing narrowly on skills that are taught out of context and that are generally not sustained. This may be because it has been a simplistic, compartmentalized approach. We must take a more radical approach and recognize that transformational change is complex. Evaluation of that change will require a more sophisticated approach than the process we have used to date.

1. Improve teacher capability and capacity –“reinvention not intervention”

- a. Embed Teaching as Inquiry, develop future-focused learning pedagogies supported by best evidence and increase the use of digital technologies
- b. Ensure that relationships for learning, capturing the work of Bishop, the cultural competencies, Pasifika values, collaboration and co-teaching innovations form part of our usual teaching practice
- c. Ensure all our teachers know what is expected at each level of the curriculum and provide them with the opportunities to gain that knowledge and lift their expectations

2. Improve Leadership Capability and Capacity

- a. Embed leadership as inquiry. Grow leadership (coaching and mentoring) and collaboration at all levels of the school
- b. Ensure that our administrative/organisational functions support the changes in pedagogy. This includes accountability and development frameworks to ensure sustainability and ongoing change, regardless of staff turnover.

3. Increased Meaningful Engagement with Whānau

- a. Develop a whakawhānaungatanga approach with whānau
- b. “Shift thinking “on how the NZ curriculum differs from parents’ own school experiences
- c. Support the development of (reciprocal) learning conversations at home and school as a valuable experience
- d. Support whānau to embrace digital technologies to then support their children to become good digital citizens.

These strategies aim to address the need for a shift in thinking by students, teachers, principals, boards and community on what the NZ Curriculum demands of schools in providing future-focused education. Understanding the demands of the curriculum and implementing it effectively is more likely to enable collection of high quality evidence across all learning areas to validate teacher assessment and continually lift teacher expectations.

The Data Picture

An analysis of the cluster National Standards data in 2013 and 2014, NCEA results, particularly for school leavers for NCEA Levels 2 and 3, normative testing at Years 9 and 10 and ECE participation identified the following patterns. NB at the time of writing this Achievement Challenge T4 2015, 2015 data had not been aggregated.

- After an initial rise in achievement in the junior classes, achievement in reading, writing and maths (when assessing against the National Standards) declines from Year 4 - 8, culminating in particularly low achievement results for Year 8 students. This disadvantages students at the start of secondary school and can limit their capacity to obtain the necessary skills and qualifications to compete with all New Zealanders.
- Patterns in achievement for boys, and Māori and Pasifika students, in general, vary between schools and no specific issue can be found across the cluster. However, overall, the results for these groups across the cluster continue to be low when compared to the results for all New Zealanders. This is despite many years of interventions and professional learning programmes in the schools to address this gap.
- While the outcomes for school leavers in NCEA show PEG students leave above the national average for Maori and Pacific students at both Levels 2 and 3, there is still a gap between these outcomes and those for all New Zealanders.
- The PEG Group has met as a RAAYS group for eight years to discuss attendance. This contributes to the analysis of student achievement data at particular year levels.
- Eight of the twelve PEG schools are also involved in a research project from Victoria University on the impact of Chromebook ownership and whether there are improved child/parent learning conversations. Also there will be the development of what constitutes a successful task for home learning.
- Year 4 - 10 students in the schools have completed online surveys on student engagement (NZCER Me and My School) to further enhance the information we have on school issues that may be impacting (both positively and negatively) on student success. A cluster report has been prepared by NZCER.

The Porirua East Group Community of Learning has identified achievement goals in Reading, Writing and Mathematics to attain:

- 85% of Year 1 students (after 40 weeks) will be at or above in reading, writing and mathematics by the end of 2018
- 85% of students at Year 5 will be at or above in reading, writing and maths by the end of 2018
- 85% of students in Year 8 will be at or above in reading, writing and maths by the end of 2018
- 85% of students in Year 10 will be operating at Curriculum Level 5 across all learning areas by the end of 2018

Monitoring Progress

We have identified four checkpoints (end of Years 1, 5, 8, 10) at which to collect and analyse achievement against the National Standards and in the case of the College, against curriculum levels in reading, writing and maths.

Rationale for Selecting Only Four Checkpoints

Be evidence-informed, not data-driven.

"... don't overload yourself with data so that you have no room as a community to think about anything else. Remember the point of data is to know your students."

Andy Hargreaves - Transforming Teaching in Every School

Since the late 90s, the Ministry of Education has encouraged schools to provide targets and resulting data for every year of a student's life at school from Year 1 - 13. While there has been some improvement in the achievement results for students in low decile schools over that time, there has not been a significant acceleration of achievement to ensure they can compete equitably for a share in NZ's wealth with students in middle and high income whānau. In addition to that, our schools are choosing to stay with an approach of "plugging the gaps in student learning" in order to meet targets that are restricted to a specific year level. By doing so, many teachers are only concerned with the students in their class for the one year they have them, instead of looking at a collaborative approach to teaching and learning that gives them responsibility for all students in the school at all levels.

While all schools will have a detailed knowledge of the students who are below and well below in the National Standards, and will be tracking those individuals, it is not necessary for the Community of Learners to have that level of detail. Our focus is on how to ensure our teachers are meeting the requirements of the NZ Curriculum and ensuring that what they teach at one level will be preparing students for the demands of the curriculum at higher levels. We have identified particular year levels as checkpoints.

Why Year 1 Students (after 40 weeks) as a Checkpoint?

The first twelve months at school is crucial for setting high expectations in thinking, problem solving, and creativity as expressed in verbal and written communication. Our data shows pockets of high quality practice in the cluster. Our data also shows that low attendance occurs in that first twelve months of school.

Our COL needs to develop close ties with all ECE in the area. Effective ECE provide a very good model of modern learning practices, meeting diverse needs and how to have respectful relationships with whānau. The progression to primary schools does not always ensure that New Entrant teachers appreciate the work that happens and the extent to which children can show their abilities. How often do we hear "they don't have any oral language"? The relationship with ECE may also help to address low attendance in the early years of school.

Our cluster needs to make changes to the Mutukaroa programme (developing relationships with whānau) that better reflects our community's needs and not that of a higher decile school in Auckland (there is a very big difference between a Decile 2 - 3 and Decile 1 schools).

Why Year 5 Students as a Checkpoint?

Analysis of our National Standards data shows that the decline in achievement is very evident in Year 5 however; we do not think this is an issue just for Year 5 teachers. The decline actually starts in Year 4 as the demands of the curriculum to be confident and independent at Level 2 requires students to be thinking critically and writing competently across a range of learning areas.

Schools must develop a collaborative approach internally to analyse the results across all year levels. But the key message is that if children don't reach Level 3 by the end of Year 5, then they are at a much greater risk of not getting past that level. Also, middle school teachers need to understand the demands of Level 4 of the curriculum and ensure the necessary prerequisites have started at Level 3.

Why Year 8 Students as a Checkpoint?

It is not unusual to see a drop in achievement at the beginning of Year 7 (in all schools across NZ). This may be a result of a change in school (moving to intermediate) and/or the demands of Level 4 of the curriculum. It seems to take at least two years to support students to meet the requirements of Level 4 and hence the end of Year 8 is the checkpoint. This is not just an issue for Year 8 teachers; it is an issue for everyone leading up to that point.

It is also a good transition point for the move to secondary school (where sometimes it is assumed students at Year 9 are not "ready"). Just like the progression from Early Childhood to Primary we need to address the preconceptions.

Why Year 10 Students as a Checkpoint?

70% of students at Porirua College identify as Pasifika and 23% as Māori. The student roll is relatively stable between 500 and 550 students, but a significant proportion of secondary aged students leave Porirua East to be educated outside the region.

Most students entering Year 9 are identified as below or well below expected levels of achievement in literacy and mathematics. Many require additional support for learning English as a second language and to build essential literacy skills.

Data indicates that some students in Year 9 are making increased rates of progress in literacy and numeracy learning. However, fewer students are catching up and there is a virtual plateau in Year 10. Most students by the end of their junior years have not reached the necessary curriculum levels in literacy and numeracy in readiness for Year 11.

Data reported by the College about the National Certificates of Educational Achievement (NCEA), shows that there have been improvements in results since 2011, including the number of endorsements that students gain for merit and excellence. The number staying at school has improved for both Māori and Pasifika students. This is reflected in the increasing number of school leavers who have attained NCEA Level 2 or better.

The NCEA achievement of students in the College is lower than for students overall nationally, and similar to comparable schools. Equity of achievement for Māori students with others in the College has been achieved in 2015 at Levels 1 and 2.

Year 10 is at Level 5 of the curriculum and students need to be confident at this stage of their learning to be prepared for NCEA Level 1 in Year 11. The college has two years to ensure these

students are going to be able to achieve in the senior classes of secondary school. Good analysis of data of Year 9s will help the college to plan for the two years leading up to Year 11.

Conclusion

The PEG Cluster has been working together since 2007, initially to discuss and develop the theory of change needed to implement the NZ Curriculum. Since that time, we have worked on a number of projects to address low achievement in writing and maths, and have trialed moderation of the National Standards across schools. While there has been some improvement in the National Standards results over time for the Cluster as a whole, there is little evidence that the schools are meeting the requirements of the NZ Curriculum to a high standard. We therefore think we need to describe achievement challenges in ways that will fully develop our students' potential as 21st century learners.

Appendix 1: Monitoring, Evaluating and Reporting Checkpoints – 2016-2018 (2015 data was used to get the baseline data for 2016)

	Checkpoint Reporting to CoL Stewardship Group and to all CoL school BoTs.	Justification	Percentages and numbers of students at or above the National Standards in 2016 Total number of students expected to be at or above by the end of 2016/17/18 in each year level		
			Reading	Writing	Maths
Year 1 Total numbers to reach 40 weeks in 2016 246	85% of Year 1 students (after 40 weeks) will be at or above in reading, writing and mathematics by the end of 2018.	<ul style="list-style-type: none"> All teachers at this level need to have a strengths-based approach to teaching at this level and will demonstrate high expectations Transition programmes between ECE and primary need to be respectful of the differing teaching pedagogies. Low attendance rates at this level The Mutukaroa programme needs to be further (developed and improved) to support whānau engagement in their children’s learning 	2016 177 72%	167 68%	187 76%
			2017 191 78%	186 76%	196 80%
			2018 209 85%	209 85%	209 85%
Year 5 Total numbers in 2016 241	85% of students at Year 5 will be at or above in reading, writing and maths by the end of 2018.	<ul style="list-style-type: none"> This will enable schools to ensure a successful transition from Level 2 to Level 3 of the curriculum This is a year level where the dip in achievement is particularly obvious in the cluster 	2016 195 81%	179 74%	182 76%
			2017 197 82%	192 80%	192 80%
			2018 204 85%	204 85%	204 85%
Year 8 Total numbers in 2016 220	85% of students in Year 8 will be at or above in reading, writing and maths by the end of 2018.	<ul style="list-style-type: none"> Succeeding at Levels 4 - 5 of the curriculum gives every child the opportunity to succeed at secondary and, in particular, NCEA assessments across all learning areas. High levels of thinking and communication across the curriculum are required to meet National Standards at Year 8. Schools will be able to track progress towards this goal from Year 6 and 7, ensuring that the quality of teaching and learning demonstrates the necessary high expectations of the curriculum. 	2016 144 65%	154 70%	151 69%
			2017 165 75%	171 78%	169 77%
			2018 187 85%	187 85%	187 85%

			Reading		Writing	Maths
Year 10 Total numbers in 2016 109 students	85% of students in Year 10 will be operating at Curriculum Level 5 by the end of 2018.	<ul style="list-style-type: none"> College Students tend to make large achievement gains in Year 9 and this will be extended to all three areas at Year 10. The evidence of accelerated learning over the Year 10 year tends to show a need to focus particularly on writing and maths. Operating comfortably at Curriculum Levels 5 - 6 allows a student to enter Year 11 with a confident achievement base. 	Exit data [November 2015] Curriculum Levels 5 – 6	2016 70 64.2%	52 47.7%	45 41.3%
			2017 83 76.1%	74 68%	69 63.3%	
			2018 92 85%	92 85%	92 85%	
			Effect Size of Accelerated Learning at end of year 9	0.71	0.11	0.62

Appendix 2: 2016 Start of Year Below Cohort for the Porirua East Community of Learning Maori Students												
SCHOOL	Mathematics				Reading				Writing			
	Student Type	no. below	% below total school roll	All students	Student Type	no. below	% below total school roll	All students	Student Type	no. below	% below total school roll	All students
Brandon Intermediate	Total Māori	6	4%	142	Total Māori	8	6%	142	Total Māori	4	3%	142
	Māori B	5	4%		Māori B	6	4%		Māori B	3	2%	
	Māori G	1	1%		Māori G	2	1%		Māori G	1	1%	
Cannons Creek	Total Māori	10	6%	166	Total Māori	8	5%	166	Total Māori	8	5%	166
	Māori B	4	2%		Māori B	3	2%		Māori B	3	2%	
	Māori G	6	4%		Māori G	5	3%		Māori G	5	3%	
Corinna	Total Māori	14	7%	213	Total Māori	14	7%	213	Total Māori	12	6%	213
	Māori B	6	3%		Māori B	6	3%		Māori B	6	3%	
	Māori G	8	4%		Māori G	8	4%		Māori G	6	3%	
Glenview	Total Māori	6	8%	72	Total Māori	6	8%	72	Total Māori	5	7%	72
	Māori B	2	3%		Māori B	2	3%		Māori B	1	1%	
	Māori G	4	6%		Māori G	4	6%		Māori G	4	6%	
Holy Family School (Porirua)	Total Māori	1	1%	170	Total Māori	1	1%	170	Total Māori	1	1%	170
	Māori B	0	0%		Māori B	0	0%		Māori B	0	0%	
	Māori G	1	1%		Māori G	1	1%		Māori G	1	1%	
Maraeroa	Total Māori	5	4%	116	Total Māori	5	4%	116	Total Māori	5	4%	116
	Māori B	1	1%		Māori B	1	1%		Māori B	1	1%	
	Māori G	4	3%		Māori G	4	3%		Māori G	4	3%	
Natone Park	Total Māori	21	19%	111	Total Māori	21	19%	111	Total Māori	21	19%	111
	Māori B	13	12%		Māori B	13	12%		Māori B	13	12%	
	Māori G	8	7%		Māori G	8	7%		Māori G	8	7%	
Russell	Total Māori	2	2%	120	Total Māori	1	1%	120	Total Māori	2	2%	120
	Māori B	2	2%		Māori B	1	1%		Māori B	2	2%	
	Māori G	0	0%		Māori G	0	0%		Māori G	0	0%	
Tairangi	Total Māori	11	7%	158	Total Māori	10	6%	158	Total Māori	10	6%	158
	Māori B	5	3%		Māori B	5	3%		Māori B	5	3%	
	Māori G	6	4%		Māori G	5	3%		Māori G	5	3%	
Windley	Total Māori	30	8%	358	Total Māori	35	10%	358	Total Māori	30	8%	358
	Māori B	14	4%		Māori B	15	4%		Māori B	14	4%	
	Māori G	16	4%		Māori G	20	6%		Māori G	16	4%	
Total	Total Māori	106	7%	1626	Total Māori	109	7%	1626	Total Māori	98	6%	1626
	Māori B	52	3%		Maori B	52	3%		Māori B	48	3%	
	Māori G	54	3%		Maori G	57	4%		Māori G	50	3%	

Appendix 3: 2016 Start of Year Below Cohort for the Porirua East Community of Learning Pasifika Students												
SCHOOL	Mathematics				Reading				Writing			
	Student Type	no. below	% below total school roll	All students	Student Type	no. below	% below total school roll	All students	Student Type	no. below	% below total school roll	All students
Brandon Intermediate	Total Pasifika	36	25%	142	Total Pasifika	37	26%	142	Total Pasifika	38	27%	142
	Pasifika B	16	11%		Pasifika B	23	16%		Pasifika B	17	12%	
	Pasifika G	20	14%		Pasifika G	14	10%		Pasifika G	17	12%	
Cannons Creek	Total Pasifika	21	13%	166	Total Pasifika	17	10%	166	Total Pasifika	15	9%	166
	Pasifika B	12	7%		Pasifika B	8	5%		Pasifika B	7	4%	
	Pasifika G	9	5%		Pasifika G	9	5%		Pasifika G	8	5%	
Corinna	Total Pasifika	49	23%	213	Total Pasifika	44	21%	213	Total Pasifika	47	22%	213
	Pasifika B	25	12%		Pasifika B	19	9%		Pasifika B	22	10%	
	Pasifika G	24	11%		Pasifika G	25	12%		Pasifika G	25	12%	
Glenview	Total Pasifika	21	29%	72	Total Pasifika	22	31%	72	Total Pasifika	21	29%	72
	Pasifika B	11	15%		Pasifika B	10	14%		Pasifika B	9	13%	
	Pasifika G	10	14%		Pasifika G	12	17%		Pasifika G	12	17%	
Holy Family School (Porirua)	Total Pasifika	8	5%	170	Total Pasifika	9	5%	170	Total Pasifika	6	4%	170
	Pasifika B	4	2%		Pasifika B	4	2%		Pasifika B	3	2%	
	Pasifika G	4	2%		Pasifika G	5	3%		Pasifika G	3	2%	
Maraeroa	Total Pasifika	13	11%	116	Total Pasifika	13	11%	116	Total Pasifika	15	13%	116
	Pasifika B	6	5%		Pasifika B	5	4%		Pasifika B	6	5%	
	Pasifika G	7	6%		Pasifika G	8	7%		Pasifika G	9	8%	
Natone Park	Total Pasifika	4	4%	111	Total Pasifika	4	4%	111	Total Pasifika	4	4%	111
	Pasifika B	3	3%		Pasifika B	3	3%		Pasifika B	3	3%	
	Pasifika G	1	1%		Pasifika G	1	1%		Pasifika G	1	1%	
Russell	Total Pasifika	5	4%	120	Total Pasifika	5	4%	120	Total Pasifika	7	6%	120
	Pasifika B	2	2%		Pasifika B	4	3%		Pasifika B	4	3%	
	Pasifika G	3	3%		Pasifika G	1	1%		Pasifika G	3	3%	
Tairangi	Total Pasifika	29	18%	158	Total Pasifika	26	16%	158	Total Pasifika	25	16%	158
	Pasifika B	11	7%		Pasifika B	8	5%		Pasifika B	7	4%	
	Pasifika G	18	11%		Pasifika G	18	11%		Pasifika G	18	11%	
Windley	Total Pasifika	24	7%	358	Total Pasifika	26	7%	358	Total Pasifika	18	5%	358
	Pasifika B	11	3%		Pasifika B	12	3%		Pasifika B	8	2%	
	Pasifika G	13	4%		Pasifika G	14	4%		Pasifika G	10	3%	
Total	Total Pasifika	210	13%	1626	Total Pasifika	203	12%	1626	Total Pasifika	196	12%	1626
	Pasifika B	101	6%		Pasifika B	96	6%		Pasifika B	86	5%	
	Pasifika G	109	7%		Pasifika G	107	7%		Pasifika G	106	7%	

Appendix 4: 2016 Year 10 students that are below expectation Maori and Pasifika Students										
SCHOOL	Mathematics			Reading			Writing			
	Student Type	no. below	% below total school roll	Student Type	no. below	% below total school roll	Student Type	no. below	% below total school roll	Total no. students
Porirua College Year 10	Maori G	4	1%	Maori G	12	2%	Maori G	7	1%	523
	Maori B	3	1%	Maori B	9	2%	Maori B	5	1%	
	Pasifika G	20	4%	Pasifika G	27	5%	Pasifika G	20	4%	
	Pasifika B	18	3%	Pasifika B	22	4%	Pasifika B	20	4%	
	Total	45	9%		70	13%		52	10%	

Appendix 5: 2016 Start of Year Below Cohort for the Porirua East Community of Learning Other Students								
SCHOOL	Student Type	Mathematics		Reading		Writing		All students
		no. below	% below	no. below	% below	no. below	% below	
Corinna	Other	x	x	x	x	x	x	x

X = Data redacted