

BULLER COMMUNITY OF LEARNING - Achievement Challenge Plan

2020 - 2022

VISION: Buller Community of Learning will collaboratively provide high quality and equitable educational outcomes for students in a safe and inclusive environment.



BACKGROUND INFORMATION:

The Buller Community of Learning (CoL) was originally made up of 5 schools in the Buller region:

Buller High School, Westport North School, Westport South School, St Canice's School and Granity School

Buller High School is the only secondary school in the CoL. Westport North School, Westport South School and Granity School are state full primary schools. St Canice's School (Westport) is a state integrated full primary school.

In 2019 the Early Childhood Education (ECE's) Centres joined the Kahui Ako as we look to increase our collaboration with all providers of education services in the Buller. The three main providers in Westport are: Kawatiri kids, Westport Early Learning Centre (WELC), and the Westport free Kindergarten. We look forward to working more with this sector in the future.

As at 1 July 2019 the total student roll for the CoL schools was 980. The ethnic breakdown is European/Pākeha 75.4%, Māori 19%, Pasifika 1%, Asian 2.6% and MELA and other 2% (see the table below for individual school details). This is 17 students less than in 2015, with the Māori population in our school increasing significantly.

School ID	Name	Decile	Total School Roll	Females	Males	European/Pakeha	Māori	Pasifika	Asian	MELAA	Other	Int. Students
301	Buller High School	5	334	159	175	248	68	4	6	3	5	0
3192	Granity School	3	27	11	16	11	14	2	0	1	0	0
3220	St Canice's School (Westport)	5	132	63	69	101	13	1	13	4	0	0
3235	Westport North School	5	217	107	110	160	51	3	2	0	1	0
3236	Westport South School	5	270	131	139	219	40	1	5	3	2	0
	Totals		980	471	509	739	186	11	26	11	8	0

Buller ECE data

- Average attendance at ECE's in Buller in 2018 was 14.6 hours/week, slightly down from the 2017 value of 15.5 a year earlier. Nationally, this figure was 20.75 hours/week for 2018.
- In 2018, there were 301 enrolments in licensed ECE providers. There has been a downward trend from 2014 when this figure was 362.
- Participation at ECE's for at least 10 hours/week is 72% nationally. This does mean that there is a significant number of students transitioning into primary schools without much grounding from the ECE service. (Or are there less children to be enrolled at ECE in 2018 since the population overall has decreased)

COMMUNITY

There are strong links with our local community and tertiary institutions, in particular through:

- A range of local businesses and the Polytech through STAR and Gateway Programmes.
- Ongoing partnerships opportunities through Tai Poutini. An example is the Trades Academy Level 3 Hospitality Course running through the Polytech's accreditation.
- Outdoor Education Programmes, in conjunction with the Polytech.
- Liaison personnel representing Tertiary institutions visiting the Colleges on an annual basis to meet with students.
- The continuing support of the local community through a range of scholarships and awards. Gateway placements within the community assist in developing these links.
- Strong links to the Buller R.E.A.P (Rural Education Activities Programmes) including professional development for teachers and teacher aides. A staff member from Buller High School is on the R.E.A.P committee.

BULLER COMMUNITY PROFILE:

There have been significant economic changes in the Buller District over the last 20 years with the decline of traditional extractive industries such as forestry and mining. While there has been a shift to more service-based sources of income such as tourism and hospitality, land-based income generation such as dairy farming and horticulture are still economic mainstays.

The March 2013 Census recorded a total of 10,473 persons as being normally resident in Buller. The district's population climbed above 11,000 persons during the peaks of economic activity experienced prior to the 2013 Census date, however since the coal mining activity in the district has contracted the resident population of the district has decreased. The 2018 census had the population now at 10,131.

Buller District's population is considerably older than the New Zealand average, with a median age of 44.6 years in 2013 rising to 49.2 years in 2018 compared with 37.5 years across New Zealand (this has fallen from 2013). The number is over 65 residents (65+ people and couples moving into the area) has risen sharply in spite of the falling Buller population, from 1905 in 2013 to 2355 in the 2018 census. This is a 24% increase over these 5 years. Buller District has far less ethnic diversity than the country as a whole.

EVALUATION OF BULLER COMMUNITY OF LEARNING ACHIEVEMENT CHALLENGES (2016-2018)

1. MATHEMATICS (National Standards)

All students

In 2015 73% (493/677) of Year 1-8 students are at or above the standard.

We aim to increase this to 84% (568/677) or more by 2018.

DATA:

2015:	73% at or above
2018:	74% at or above
GOAL:	84% at or above

DISCUSSION POINTS:

- National Standards have been removed. Therefore, children were assessed on curriculum levels.
- There has been a 1% increase (2015-2018) in students achieving at or above in mathematics.
- The goal of having 84% of students achieving at or above was not reached.
- Minimal Mathematics intervention / initiative from a Kahui Ako level in primary schools.

2. WRITING (National Standards)

Male students

In 2015 58% (198/342) of Year 1-8 male students are at or above the standard.

We aim to increase this to 72% (245/342) or more by 2018.

Pasifika female students

We will also be targeting our Pasifika female students (the number of students is small - 7 in 2015)

DATA:

Male students:	
2015:	58% at or above
2018:	68% at or above
GOAL:	72% at or above
Pasifika female students:	
2018:	50% at or above

DISCUSSION POINTS:

- National Standards have been removed. Therefore, children were assessed on curriculum levels.
- There has been a 10% (2015-2018) increase in male students achieving at or above in writing.
- The goal of having 72% of students achieving at or above was not reached.
- There was no historical data for Pasifika female students.
- We only had two Pasifika female students across our Kahui Ako. One of those two students achieved at or above in writing.
- From a Kahui Ako perspective the lead principal, AST and WSTs have worked with (UC Plus) on a variety of writing interventions.
- These included developing understanding of PaCT, writing moderation and working with secondary school teachers to target children at risk.

3. READING (National Standards)

Male students

In 2015 71% (242/342) of Year 1-8 male students are at or above the standard.

We aim to increase this to 83% (284/342) or more by 2018.

Māori female students

In 2015 75% (39/52) of Year 1-8 female Māori students are at or above the standard.

We aim to increase this to 88% (46/52) or more by 2018.

DATA:

Male students:	
2015:	71% at or above
2018:	76% at or above
GOAL:	83% at or above
Maori female students:	
2015:	75% at or above
2018:	85% at or above
GOAL:	88% at or above

DISCUSSION POINTS:

- National Standards have been removed. Therefore, children were assessed on curriculum levels.
- There has been a 5% increase (2015-2018) in male students achieving at or above in reading.
- The goal of having 83% of students achieving at or above was not reached.
- There has been a 10% increase (2015-2018) in Maori female students achieving at or above in reading.
- The goal of having 88% of students achieving at or above was not reached.
- From a Kahui Ako perspective the lead principal, AST and WSTs have worked with (UC Plus) on some reading interventions. This included exploring PaCT.
- The Kahui Ako also started looking at successful transitions between primary and secondary school.

4. NCEA Levels 2 and 3

NCEA Level 2 (male students)

In 2015 68% (15/22) of male leavers achieved NCEA Level 2 or better

We aim to increase this to 86% (19/22) or more by 2018.

NCEA Level 3 (male students)

In 2015 27% (6/22) of male leavers achieved NCEA Level 3 or better

We aim to increase this to 59% (13/22) or more by 2018.

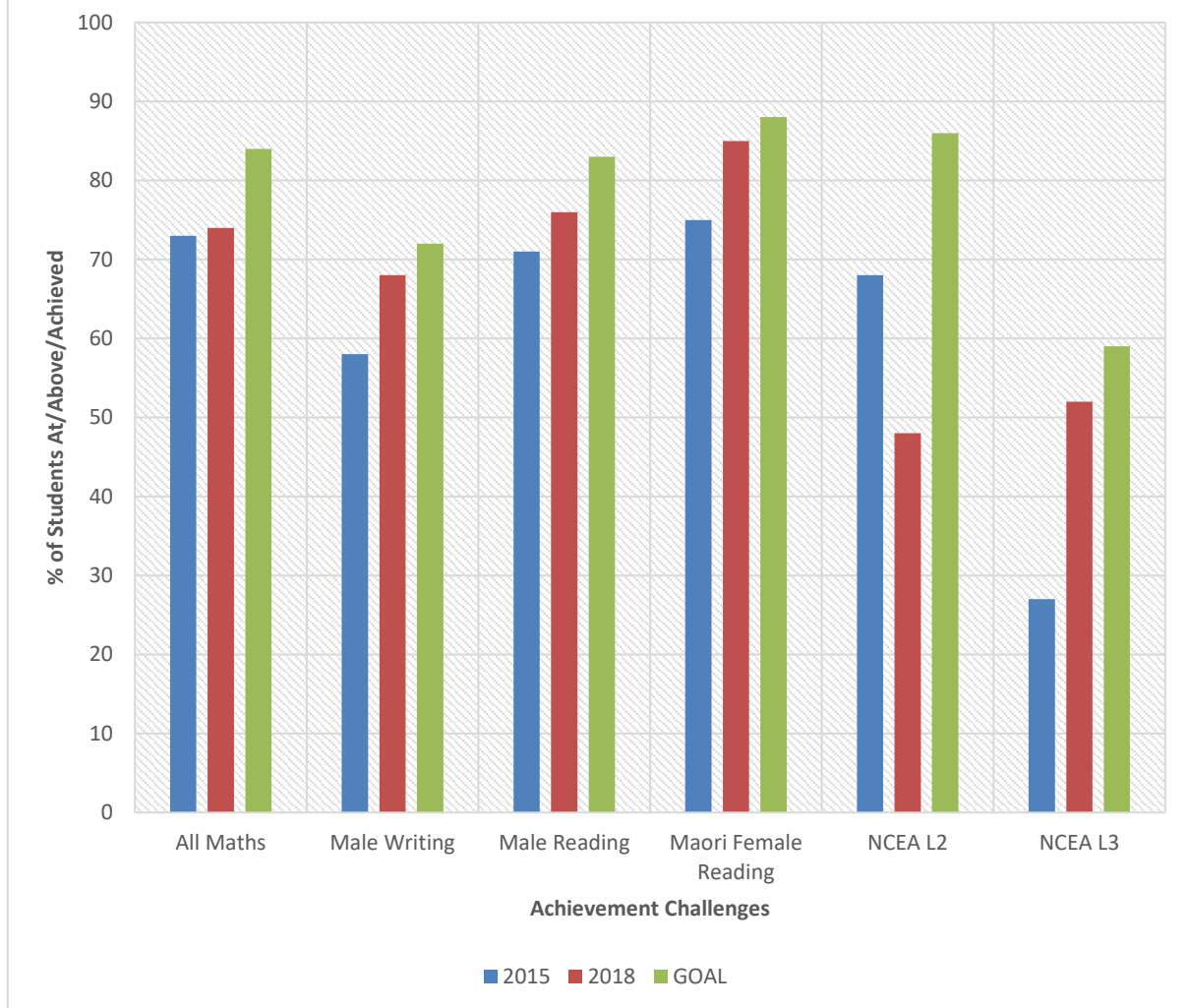
DATA:

NCEA Level 2:	
2015:	68% achieved
2018:	48% achieved
GOAL:	86% achieved
NCEA Level 3:	
2015:	27% achieved
2018:	52% achieved
GOAL:	59% achieved

DISCUSSION POINTS:

- There has been a 20% decrease (2015-2018) in male students achieving NCEA Level 2 (see table above)
- The goal of having 86% of students achieving NCEA Level 2 was not reached.
- It is worth noting that 60% of male students achieved NCEA Level 2 in 2017.
- There has been a 25% increase (2015-2018) in male students achieving NCEA Level 3.
- The goal of having 59% of students achieving NCEA Level 3 was not reached.

Buller Kahui Ako Achievement Challenges 2017-2018



Whilst the goals that we had set were not achieved across the board, progress against all was made in all cases apart from Boys NCEA Level 2 achievement which was disappointing.

We have decided to once again focus on Reading across the board for our next achievement plan. This is commonly seen as the key to addressing many of the other comprehension issues in schools. The HOD English from the high school strongly believes that a focus on reading will improve Literacy results and results across the board in a qualification that is very Literacy based.

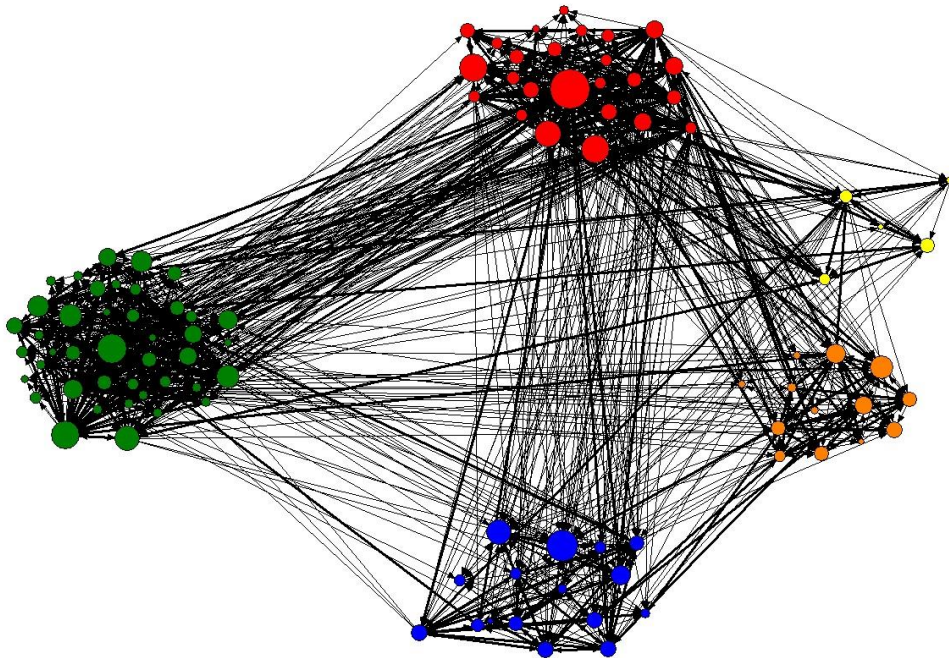
Collaboration

One of the identified barriers to achieving COL goals spoken about was a lack of cohesive collaboration between the 5 schools (ECE) were not included here. The COL agreed to take part in a study Networks in Educational Transformation in a collaboration with the University of Auckland. The purpose of the study was to look at school patterns of ties (connections) within and between schools, and subsequently use this information when looking at how to improve the collaboration across the COL.

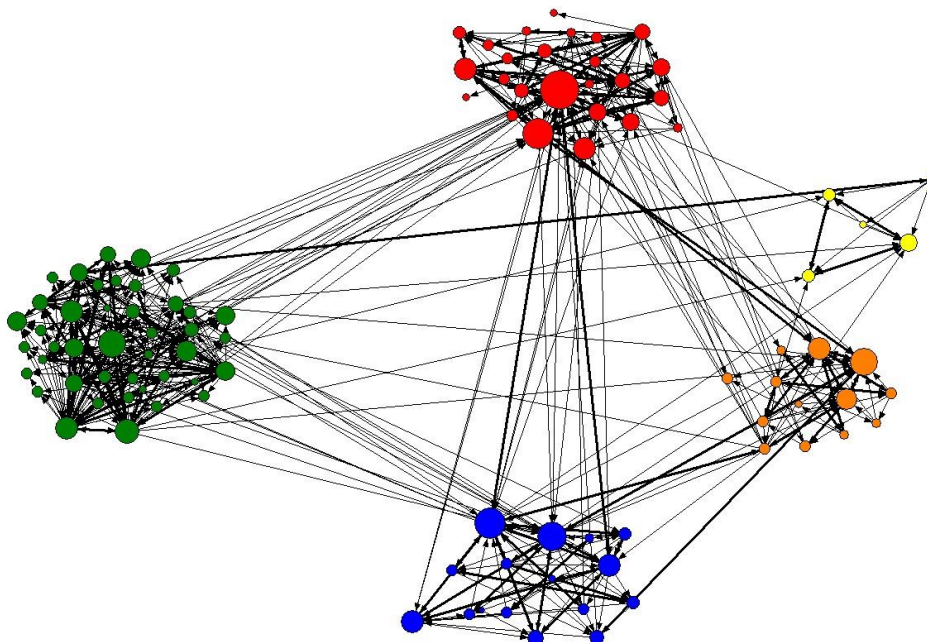
Note: The colours represent the 5 schools in the Buller Col and the size of the circles is the number of times a particular person in the school is mentioned. The survey was anonymous, so the schools weren't mentioned but based on school size, it is easy to determine each school.

What did we find?

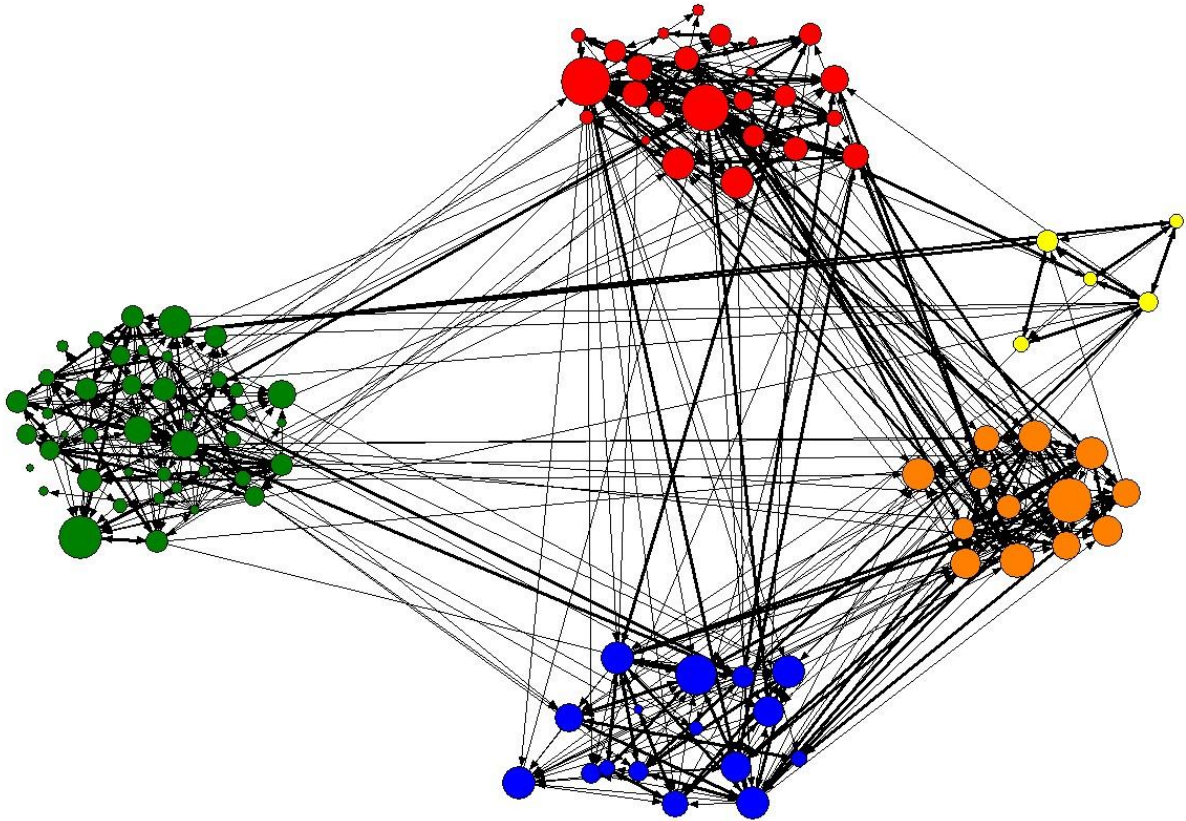
How frequently do you turn to the following people for **advice** about teaching and learning?



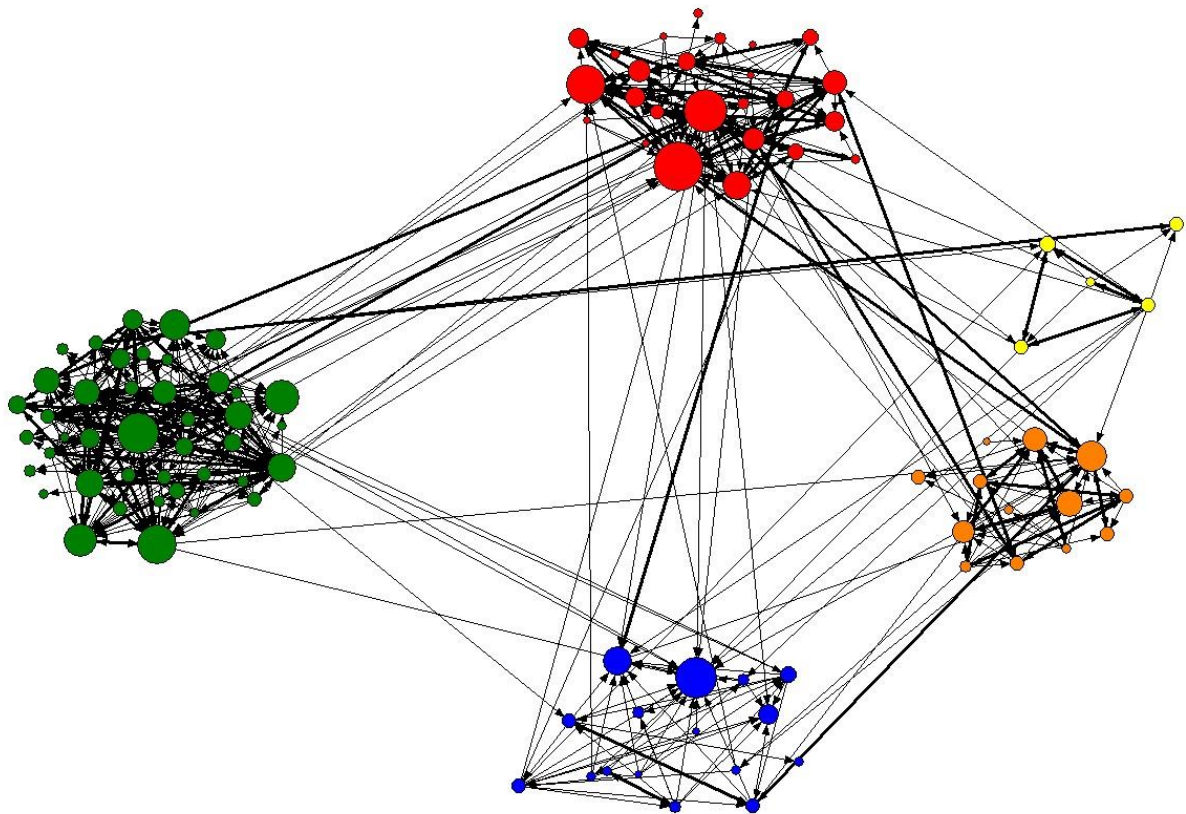
How frequently do you **collaborate** with the following people to **analyse data on student learning**?



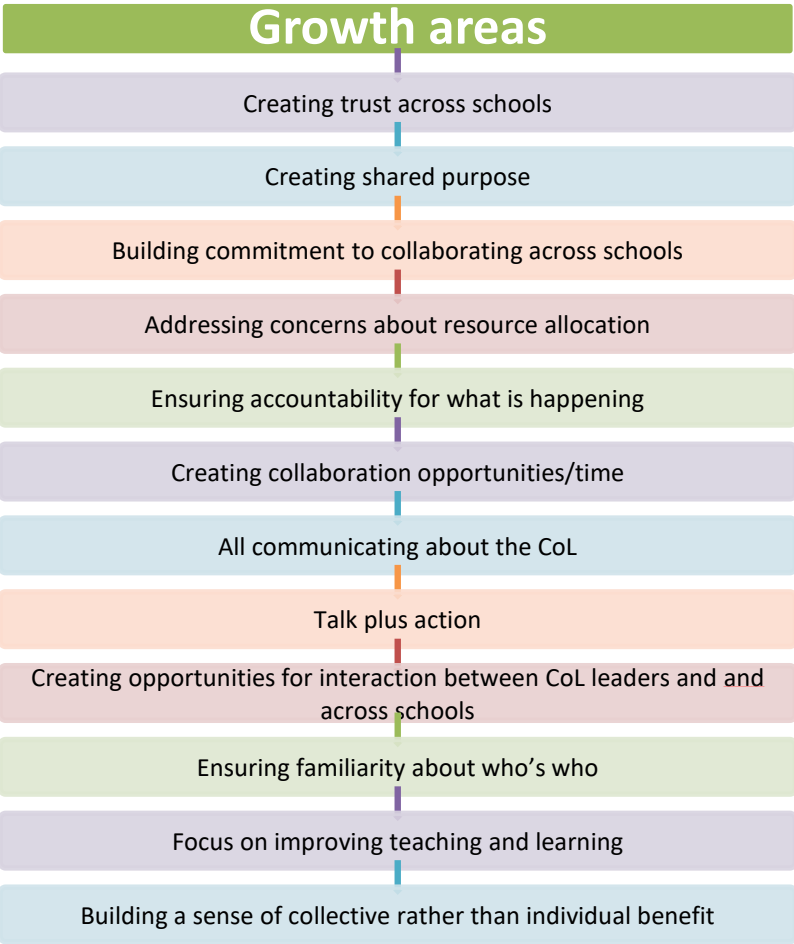
With whom do you have a **close relationship**?



Which of the following people **provide you with professional encouragement**?



Summary



PROCESS FOR ENGAGEMENT:

There was an identified need for greater collaboration between the schools within Buller. The Buller Principals of the above schools through discussions, supported by CoL achievement data have developed a collaborative model to improve the achievement of our students.

The results of the survey Networks in Educational Transformation above were somewhat of a surprise (a pleasant one), it has been well received as it clearly illustrates that there is collaboration alive and kicking within our schools. The pipeline is open to increase this collaboration further and at the same time use this pipeline to develop the achievement challenges in a cohesive fashion.

We have also actively engaged with our Early Child Educators to bring them into the CoL, share their views and assist in delivering the intent of the achievement plan. They are represented in our management group and are actively contributing to the CoL goals.

This has opened the door to a refocusing of our efforts to ensure that our students are well prepared and well performing. The realisation that by working together with the students and families that we share; we will create sustainable and real change for the students. The schools now have a greater realisation too that the sectors working together is a more powerful tool than working in pockets which does happen at times.



IDENTIFYING OUR ACHIEVEMENT CHALLENGES

Literacy gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants they need to be effective oral, written, and visual communicators who are able to think critically and in depth. Numeracy has a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

The challenge going forward will be to build on increased levels of achievement in Years 1-8 Literacy. Over the last three years we have focused on the writing more so than the reading, however the common thought is that by improving the reading and reading for understanding, we will see an improvement in the ability of students across all levels to improve their achievement.

Literacy is also seen as a barrier to success across all subject areas in NCEA. As can be seen over the last few years, this remains an issue, specifically but not exclusively for boys. Whilst we are looking at improving Literacy through reading at all levels the focus for the plan is around the following levels:

1. Entry into Primary school (although this may need to be moved to Year 3 as students are due to move from Level 1)
2. Year 8 reading levels prior to transitioning into high school
3. Year 11 reading/literacy. The level at which all students need to formally achieve specific NCEA requirements for Literacy

And

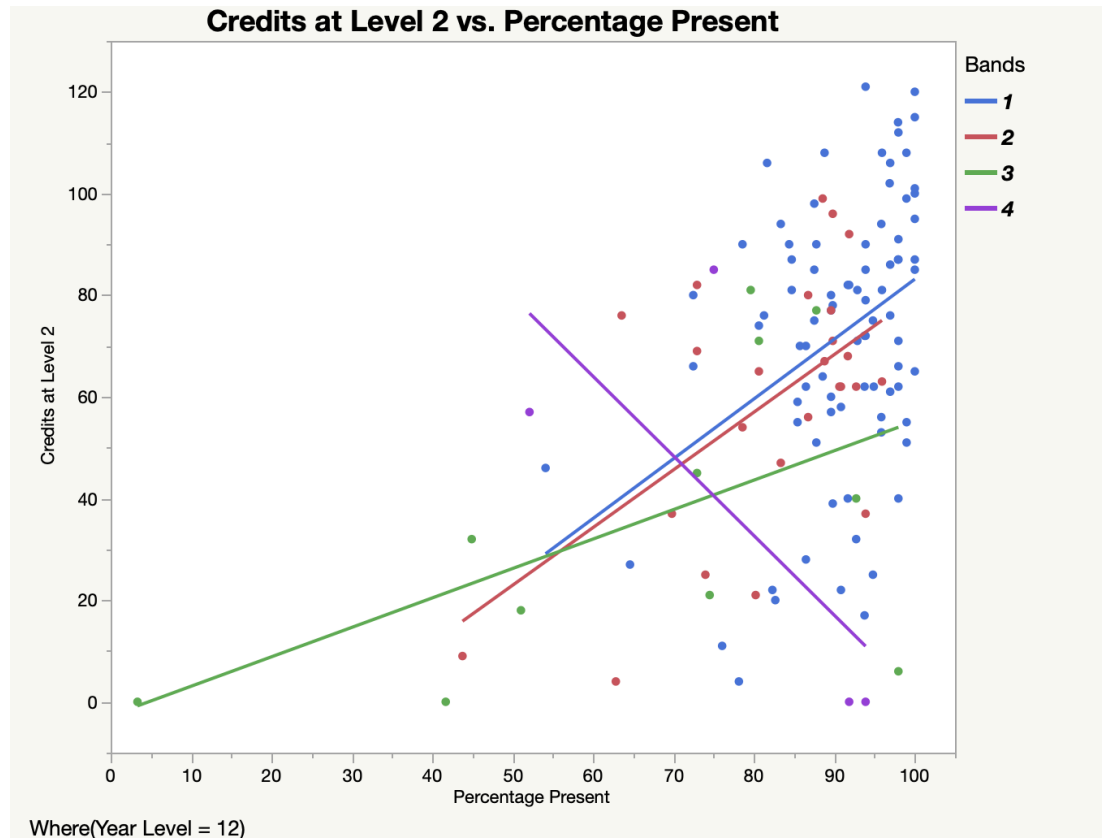
4. Attendance as a measure across sectors. The evidence is clear that by improving attendance, achievement will improve. The high school was part of a ministry project looking at relationships between attendance and achievement. One of the summary statements said:
“For Year 11 students, the most important factors in their NCEA Level 1 achievement (of the factors considered), are the number of half-days they attend during Term 2 of Year 11, and their gender.”

This was further quantified at all levels on NCEA over a number of years. The relationship is undeniable. Sharing this with our primary colleagues reinforced the need to focus on achievement at a young age to establish positive patterns.

At a high school level this is exacerbated at NCEA level 2

“For Year 12 students, the most important factors in their NCEA Level 2 achievement (of the factors considered), are the percentage of days they attend during Term 2 of Year 12 and the number of credits they attained at Level 1.”

Attainment at Level 2 in Year 12



The focus will be the habitual non-attenders, investigating what **cultural factors** contribute to this non-attendance. From there we can decide how to change that culture, work with families and agencies to reengage students and their parents in education

*Bands refer to the students' percentage present the previous year:
1 = 90 – 100% attendance
2 = 80 – 90% attendance
3 = 70 – 80% attendance
4 = 0 – 70% attendance

BULLER CoL ACHIEVEMENT CHALLENGES

Achievement challenge 1:

Literacy (ECE)

Measuring Literacy through the six-week assessment and matching it back to the three ECE's Why? To identify student progress and also the level of expertise/programmes at the various ECE's. We are still in conversation with the ECE's and primary schools regarding a sensible measure and how we measure 'value added' for these students.

Achievement challenge 2:

Literacy - Reading (Years 8)

To improved reading levels across all primary schools, to provide the opportunity for greater success across all curriculum levels and areas at high school, Measured through the curriculum level

Buller COL 2018

At or above Expected Curriculum Level

Boys

76%

Girls

81%

Schools breakdown	Boys %	Girls %
Westport North School	73	77
Westport South School	77	85
St Canices School	91	89
Granity School	58	58

The goal is to have 85% of students At or Above the Expected Curriculum Level by the end of 2020. When the Achievement Challenges are reviewed in 2020, we will review this target and how the gender inequity has been resolved. Granity School has small numbers and whilst they are a way off, this requires a shift for only a small number of students.

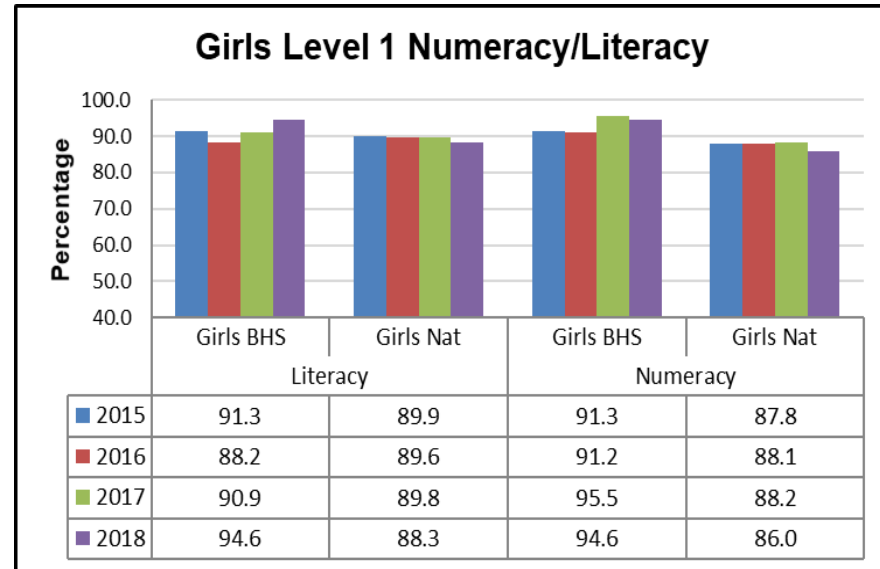
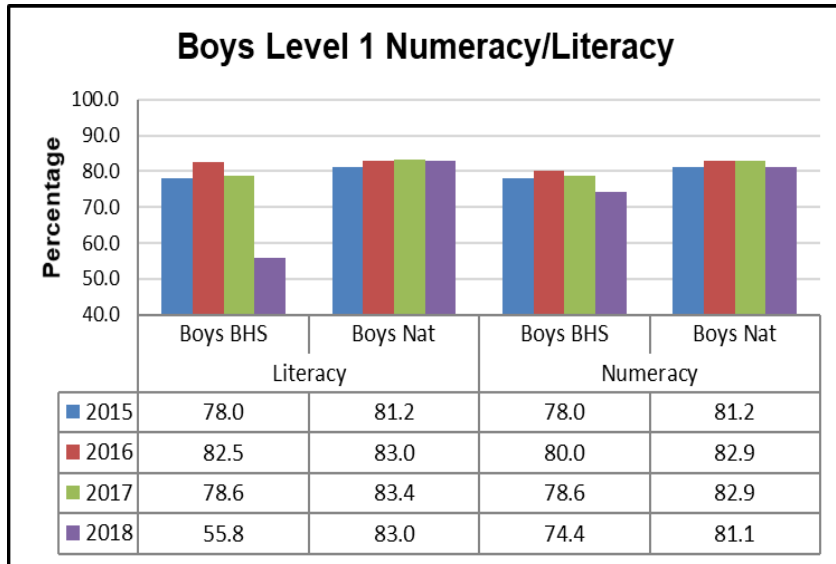
We are looking at how we include the ECE's in some meaningful way into a Literacy target. At this stage it is only a discussion topic and we continue working to include ECE's more into the COL.

Achievement challenge 3:

Literacy (Years 11 – NCEA Level 1)

To reintroduce reading and Literacy as important functions across the high school curriculum. To provide learning activities to support the growth in active reading and subject specific Literacy strategies

NCEA Literacy Results



This is most evident when gender is considered. Our challenge is to increase the number of males achieving Literacy at NCEA Level 1. Specifically, we want to raise the Literacy achievement rates at Level One AND improve the Literacy pass rates for males. Effective professional development strategies for staff will play a key role in ensuring that we meet our goals

Finding the tools to engage more boys in Literacy rich activities and subjects is a focus

The goal is to have at least 80% of Male and 95% of Female students achieve NCEA Level 1 Literacy by the end of 2020. For Males, this is a large increase on 2018, however there was an improvement in 2019 to 75% so an 80% target is realistic. For Females in 2019 Literacy pass rates dropped to 86.7%, however we believe the CoL target is reasonable and achievable.

Achievement challenge 4: Raising Attendance

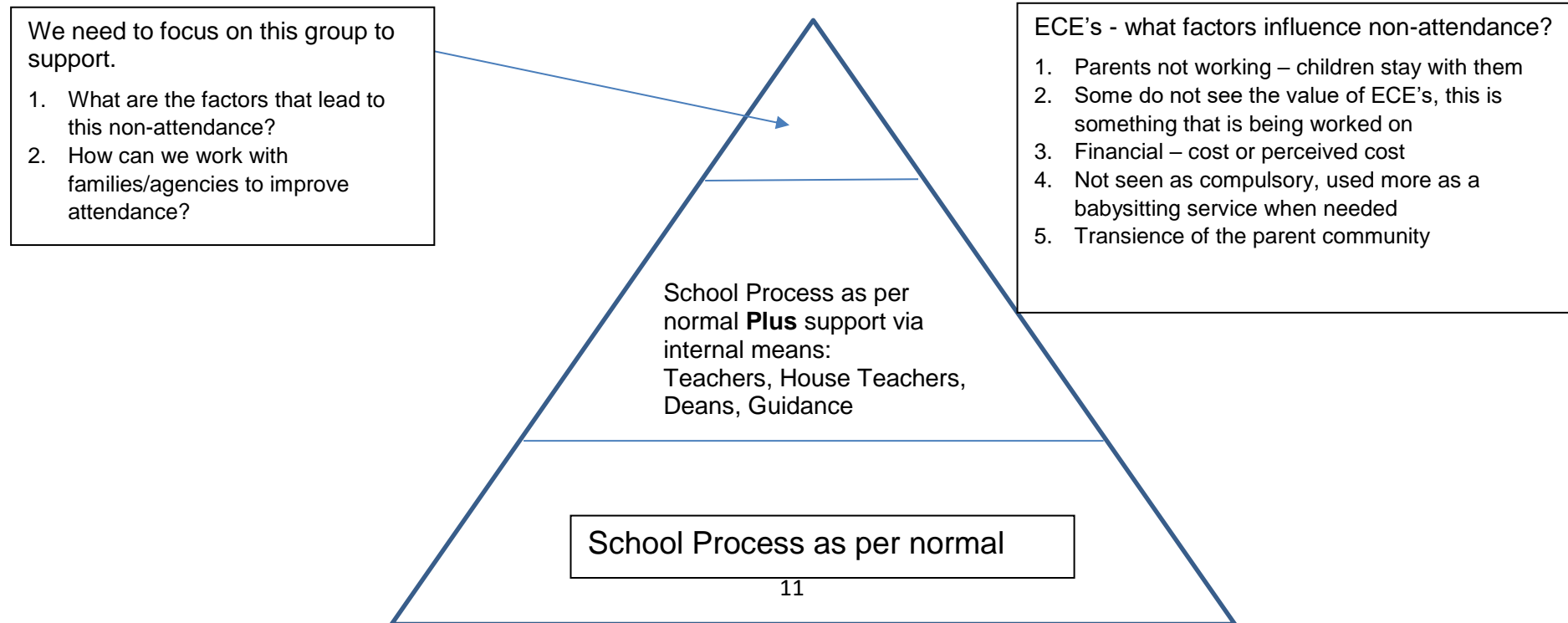
We know that raising attendance will raise achievement (ministry data for high school indicates a clear link between attendance and the accumulation of NCEA credits – Megan Parry).

Attendance for Achievement

Need to identify the why, for those in the top section of the attendance triangle.

What are we aiming at for these quadrants? Is it different for Primary, ECE and High School?

Ministry Aim: “70% of students at school 90% of the time”



Current Attendance and 'Regular' Attendance data

Buller High School

	2018	Regular %	Attendance %	2019	Regular %	Attendance %	Average Regular %
Term 1	1/2 days	55.3	84.5	1/2 days	61.7	86.9	58.5
	Periods	44.7	84.1	Periods	56.3	85.5	50.5
Term 2	1/2 days	49.4	84.3	1/2 days	50.4	84.6	49.9
	Periods	38.2	81.2	Periods	45.2	82.3	41.7
Term 3	1/2 days	29	79.9	1/2 days	39.9	81.3	34.5
	Periods	22.9	77.3	Periods	34.3	79.4	28.6

OVERALL ATTENDANCE	2018 T1	2018 T2	2018 T3	2018 T4	2019 T1	2019 T2	2019 T3	Average
South	90.86	91.34	89.26	89.67	92.5	91.82	89.27	90.7
North	91.72	89.98	91.51	90.08	91.97	90.94	86.03	90.3
St Canices	89.71	93.08	90.19	93.88	94.98	90.94	87.3	91.4
Granity	88.3	91.1	79.2	81.2	84.3	82.7	76.9	83.4
Regular %								Average
South	65.31	72.43	60	62.62	72.1	72.1	58.72	66.2
North	68.6	73.4	61	67.4	73.1	74.3	69.9	70.1
St Canices	58	74	59	83	86	83	53	70.9
Granity	63.9	71.1	60	59.9	68.9	71.4	58.5	64.8

By the Ministries target for Regular Attendance Buller High School falls well short. Interesting however is the data from the primary schools. All were surprised at the low rates of Regular Attendance at a primary level

The goal for the primary schools will differ from the secondary sector, given the relative regular rates to date. An interesting observation is that both primary and secondary schools had lower regular attendance later in the year.

Primary Sector

The goal is to meet the ministry goal of 70% of students attending 90% of the time. In 2018-2019, two of the schools' achieved this so the aim is to have this target commonly met across all primary schools. This includes a target to reach this target every term.

Secondary Sector

For Buller High School, regular attendance is more of an issue and given that this has a direct influence on achievement, urgent action is needed. If we use ½ days as our measurement tool, we are looking at achieving 60% regular attendance by the end of the 2020 year.

ECE's

It has been difficult to define an attendance goal at this stage of our relationship with them. We have shared the data for the Buller as it compares nationally and ECE is now part of our Kahui ako. Our feeling is that by improving our engagement with the sector and also improving our whole community communications, we provide a window into this sector. We all need to play a part in encouraging parents to engage with ECE. Our recent *Transition Guide* which goes out with each new enrolment in primary, includes ECE as part of this overall educational pathway for the 'Buller Kid'.

MONITORING PROGRESS AGAINST ACHIEVEMENT CHALLENGES:

We are a small CoL with one secondary school and four primary schools. One of the initiatives used to track students through their education is the use of google docs. This will enable better collaboration across schools. From 2017 the aim has been to create tracking documents across the schools to do this tracking. This is ongoing. This in addition to the data sharing that will be available as all local schools' transition to the EDGE as their SMS provider. As a CoL we share the same families who often have children at more than one school. We are able to then work with families rather than with individual children if there are common issues.

In 2019 the sharing of student data across sectors still is an issue. Our SMS provider only allows for limited sharing when all the relevant data is available. Our common ICT provider established a shared space for all schools; however, this has proved problematic.

We do not talk numbers in our CoL, we talk children. We know all of our students by name and can develop more personalised achievement plans rather than by group. Small class sizes also enable this personalisation to occur. The data sharing will enable us to better target interventions to meet the needs of identified students within the CoL.

CoL progress will be monitored at fortnightly CoL meetings. The responsibility for leadership of the key challenges will be distributed amongst the group depending on the strengths within the group and will be led overall by the principal appointed to the CoL leadership role. An annual evaluation against the achievement challenges will occur at the first meeting of each new year and achievement targets revised based on this data. This evaluation will include progress towards our achievement targets.

STRATEGIES TO ADDRESS THE ACHIEVEMENT CHALLENGES

Challenges 1, 2 and 3 (Reading and Literacy)

Actions to Meet Outcome	What Will We See Happening Differently	Tools to measure progress
<p>Develop and maintain a relationship with local early childhood centres (ECE's).</p> <p>Analyse data within and across school <i>Look at the data from the CoL for 2018-2019.</i> <i>Compare data within schools and across schools.</i></p> <p>Use this data to ensure a shared understanding of our baseline data across schools and where we need to be heading. (Done – Reading a highlighted need)</p> <p>Develop Teacher Capacity and Capability to deliver reading across all curriculum areas Use data to identify schools where good practice is in place. Identify 'experts' within schools to share their good practice across the CoL. These experts can provide leadership and mentoring for other staff to implement learning strategies.</p>	<p>This will build a common understanding of what Literacy needs are and how best to meet the needs of students entering the primary schools.</p> <p>Increased collaboration between groups at schools and the ECE sector to build common understanding and to bridge the gap between Te Whariki and the NZ Curriculum.</p> <p>Better understanding by teachers regarding what is required to improve the learning of our students and what strategies they could try to achieve this improvement.</p> <p>Better within and across school consistency in recording and assessment practice to measure Curriculum Levels.</p> <p>Teachers across sectors will observe good practice from other sectors</p>	<p>Curriculum Levels Pre and post assessments</p> <p>Students achieving across other curriculum areas armed with better reading skills and strategies</p> <p>Feedback form the external facilitator</p>

<p>Provide targeted professional development opportunities for staff, including external PLD support. A PLD proposal to support reading across schools was submitted and accepted for 2020.</p> <p>Develop Teachers Cultural responsiveness and practice (eg.Poutama Pounamu).</p> <p>Developing Leadership Capacity <i>Look at how we strengthen the curriculum leadership across the community to improve achievement.</i> Identify mentors and coaches within schools to implement learning practices across the schools. Develop evaluative capacity both within and across schools.</p>	<p>Teachers will demonstrate a culturally responsive mindset when developing reading programmes using the 7 principles of Culturally Responsive Teaching - Model by Gary R. Howard (Equity Institute):</p> <ol style="list-style-type: none"> 1) Students are affirmed in their cultural connections 2) Teachers are personally inviting 3) The classroom is physically and culturally inviting 4) Students are reinforced for academic development 5) Instructional changes are made to accommodate differences 6) The classroom is managed with a firm, consistent, loving control 7) Interactions stress collectivism as well as individuality <p>More students will be engaged in reading for pleasure. The level at which students are reading is demonstrating some improvement, measured by curriculum level.</p> <p>Students will be exposed to more subject specific Literacy</p> <p>More students will reach their reading potential.</p>	
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Challenge 4 (Attendance – through a cultural lens)

We have applied for a Col-wide PLD to support our culturally responsive practice. At its heart;

“Cultural competence is the ability to understand, communicate with and effectively interact with people across cultures”.

As we develop our competence across schools, we believe in the area of attendance it will provide us with the tools to better communicate and understand what parents are facing. This will make us better placed to effect change WITH them for their children. (The top of the triangle)

Actions to Meet Outcome	What will we see Happening Differently	Tools to measure progress
<p>Analyse data within school and nationally <i>Look at the trends for our data as compared to national data. Identify the key components of that data that we need to target for improvement.</i></p> <p>Share this data with staff and develop a common understanding of what will be needed to provide the improvement necessary.</p> <p>Have more conversations about attendance and its relationship to qualifications – House Teachers and Deans (Use ministry analysis)</p> <p>Develop Teacher Capacity and Capability Undertake the Cultural Responsiveness PLD as schools and across schools</p> <p>Identify targeted professional learning opportunities for staff as we look to address the areas of concern in relation to achievement. Share professional</p>	<p>Teachers/House Teachers will use their understanding of the data and how to use a culturally responsive lens to better target programmes to ensure that students remain engaged.</p> <p>Students become more aware and more responsible for their own attendance.</p> <p>Students will become more aware of their progress towards qualifications (including vocational qualifications) and they will track their own progress more actively.</p> <p>Those students identified in the Achievement, Retention and Transition (ART) initiative will have regular contact with a mentor to ensure that appropriate support is put in place.</p>	<p>EDGE is the tool that is used to measure attendance across all schools.</p> <p>Termly reports on identified students will be provided by schools to the CoL group to look at attendance</p> <p>The Attendance Officer will be provided a regular report on targeted students</p> <p>Feedback from students and families where attendance has been an issue</p> <p>Academic results for those identified students</p>

<p>readings to improve understanding of the pedagogical shift required to achieve our goals.</p>	<p>Careers and Pathway staff will have access to more current advice as a team so students will also have this access.</p> <p>Increased collaboration between departments as we target individual students and programmes to achieve the best outcomes for these students.</p> <p>Improved communication with families to ensure that they support the programmes put in place.</p> <p>More regular checking of NCEA data with students.</p>	
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THE WELLBEING of Students – the holistic approach

We recognise that the wellbeing of students is essential. A happy, healthy present child is in a good place to learn.

Actions to meet the outcome	What We Will See Happening Differently
<p>Investigate and unpack the relevant research Look at the indicators and strategies for students, teachers -know, understand and use effective indicators and strategies to improve the wellbeing of students that enables all students to achieve to their potential eg. • Wellbeing tool: http://www.nzcer.org.nz/tests/wellbeingschool</p> <p>Analyse data across schools Look at attendance, transients, stand downs, suspensions, pastoral care, learning, retention, CAHMs Regional Health eg. • Establishing baseline data across the community • Share how data is analysed • Establish a common methodology • Explore how best to use local resources (Iwi, RTLB)</p> <p>Develop a common set of agreed understandings of key indicators to identify and support ‘at risk’ students Look at moderate and high learning needs, low income eg. • Establish Westport schools / agency practice for school transitioning students, working with newly enrolled transient students, behaviour • A set transition package/process in order to share data as students</p> <p>Share practices as to how we engage with our communities Look at whānau, families, Pasifika, eg. • Which strategies work and don’t work -why? why not? • What opportunities can we provide to share as a community?</p>	<p>Children reaching their individual potential</p> <p>Ongoing cross sector and inter-agency collaboration to strengthen common understandings and ‘best practice’</p> <p>Improvement in wellbeing indicators</p> <p>Improvement in attendance data</p> <p>Schools working collaboratively to support families, whānau e.g. individually and through parent education</p> <p>Increased engagement by parents in the life of the schools</p>

What opportunities can we provide to share as a community?

Share, inform and seek feedback from the Māori community

Work with external agencies (RTL, Buller REAP, CYPF's) agencies and the school transition team supporting transitions.

Build on inclusive practices

Reduce levels of stand downs and suspensions

Increase retention rate of students staying at school

Further Actions to Support Achievement**Working with ECE's**

Work with the Primary Principals and ECE centres to strengthen the relationships and transition to primary schools.

Attendance (See Challenge 4)

Coordinate with our Attendance officer, House Teachers and Deans to support the tracking of attendance.

Work across schools to work with families rather than individual students.

Investigate the cultural factors leading to poor attendance (Culturally responsive)

What will we see Happening Differently

The CoL will work with ECE centres to develop two-way communication and a shared understanding of the needs of students as they transition from ECE to school.

Attendance concerns are identified quickly through good use of school data. Family/whānau will become fully involved when attendance becomes an issue. There may be also joint school meetings where the family's cross sectors

Supporting families to change behaviours, expectations and ultimately attendance patterns of their children. This may include the addition of external agencies to further support this change.