

Rangitaiki / Kawerau Community of Learning



Our Community

The Rangitaiki / Kawerau Community of Learning (CoL) provides an opportunity for schools to work together to share their best educational practices designed to raise student engagement and achievement, and ensure smooth transition through school and beyond school. Student achievement varies across the CoL with some schools performing at or above expectation and some well below. The 2014 Public Achievement Information (PAI) at Primary School level indicates that although CoL-wide performance remains below the National Standard in Reading, Mathematics and Writing there have been improvements in all three aspects since 2013. The performance of Māori primary students is similar to the national Māori cohort in Reading and Mathematics and exceeds in Writing.

National Certificate in Educational Achievement (NCEA) results for 2014 indicates improved performance in each of the three levels, although NCEA School Leaver Achievement is below the national cohort. However, there is an opportunity to improve students' results while they are at school, NCEA Level 2 data for Māori 18 year olds shows that these students exceeds national statistics by nearly 5%.

Institution Name	Decile Rating - 2015	Number of students – July 2015 / March 2016
Edgecumbe Primary	3	179 / 197
Edgecumbe College	3	236
Te Kura o Te Teko	1	152
Matata School	4	82
St Josephs, Matata	2	38
Otakiri School	5	152
Kawerau South	1	357
Kawerau Putauaki	2	193
Te Whata Tau o Putauaki	1	104 / 112
Tarawera High School	1	438 / 444
Te Mahoe School	1	37

Context

The Rangitaki / Kawerau CoL has approximately 2,310 students, 1,627 of those being Māori, most identified as being of Ngati Awa, Tuhoe and Tuwharetoa descent.

This CoL, consisting of 11 schools, covers a wide geographical are in the Eastern Bay of Plenty plains and includes two secondary schools, seven full primary and two contributing schools. One of the full primary schools is a state integrated Catholic School, one primary school provides mainstream and rumaki education and one is a Kura a Iwi School. Tarawera High School (formally Kawerau College / Kawerau Intermediate) was established in February 2013 and is now an Innovative Learning Environment for Years 7 to 13.

Some schools in the CoL have demonstrated a high level of performance. In these schools, student achievement is comparable, or above other schools in the Whakatane region. ERO reports

acknowledge the consistency and quality of leadership and teaching, along with strong governance. Other schools have had a mixed reporting history with the Education Review Office.

Links between our CoL and Pre Primary Institutions

There are a number of Pre Primary Institutions in our region. Some of these are mainstream ECE Centres but we also have a number of Kohanga Reo.

Links between our CoL and Further Education and training Institutions (Local)

- Te Whare Wananga O Awanuiarangi
- BOP Polytech
- Wairiki Institute of technology
- Wintec
- Grace Hospital in Tauranga

Alternative opportunities for students to gain skills and knowledge in our region

- Trades Academy in Whakatane
- PITO (Agriculture and Horticulture)
- Local Industry for Apprenticeships
- Gateways

Wider “community” of opportunities for our students

- National Defence Force
- Waikato University
- Auckland University
- Auckland University of Technologies
- Massey University

Our Vision

What are our key ideas:

- collaboration is the key to raising student achievement across our schools
- Creativity, innovation, and a desire to challenge the status quo
- Build agency in our teachers through targeted approach and leadership development
- Working together to build teacher capacity

Key beliefs: **Ehara taku toa I te toa takitahi engari, he toa taki tini.**

Success is not the work of one, but the work of many.

- By working together we can make a greater difference for our students, schools and community
- A targeted approach and leadership development will build teacher agency and capability
- all our students can achieve when our teachers work together
- In our community, it doesn't matter which class or school a child is in, they will get an outstanding education when all our teachers work together

CORE values:

- Connectedness - Whanaungatanga
- Openness - Whaiwhakaaro
- Respect - Manaakitanga
- Empowerment - Whakamana

What is the CoL focussed on achieving in the next three years?

- Building relationships to such an extent that we can be open and honest enough to ask for help in areas where we are not good at
- Creating a structure with the resources we have that will enable us to make progress in limited timeframes
- Appoint staff in positions who will be willing and competent in supporting teachers and other role players, but be able to have the hard conversations if needed
- Set a programme of interventions in place – review this programme at least once a term and write a progress report
- Open communication with all role players in the community – effective feedback to all involved
- Build systems and resources that will be sustainable for the future of our CoL

What is our desired direction?

- Collaboration between everyone involved in education and training and anyone else that can make a contribution that will support the learning and achievement of our students and young adults
- Building a team that will carry on the work – dedication and time-effective using resources wisely
- Maximise the use of resources to gain the maximum benefit for the students
- Open communication with information available to all
- Frequent reviews to challenge our progress and direction

Use of Data:

- Making assumptions regarding data is not supporting our vision – analysing it and have honest feedback and communication re the facts behind the data is what is required to make effective progress
- Data on current progress of students is only current till you press the “print” button – it should be outdated after that (if not, we are doing something wrong)
- Historical data tells a story (history) we cannot change but we should use it to change the current and future interactions we have with students
- Be selective with data as one can get totally lost in data if you gather data just for the sake of gathering data (data should be used to enhance the learning of students and not to paint a picture)

The process of Data Analysis

A number of meetings were held across the area towards the end of 2015 to discuss the establishment of the CoL and the rationale behind it. Once schools had committed to the idea we set about the process of collecting and analysing a range of data.

At our first meeting in 2016, 10 February, schools were asked to do a 10-minute presentation regarding their schools' data showing;

- Strategic Direction
- Strengths (in particular what has been effective in raising student achievement in the past 2 to 3 years)
- Potential achievement challenges

The first step towards the CoL creating its own cross-school achievement challenges. The Ministry of Education compiled some initial data for us to use in support of identifying what we needed to focus on as part of our CoL. This information covered the range of;

- National Standards and NCEA data (inclusive of 18 Year olds with NCEA Level 2)
- Leavers data
- Attendance and destination data
- Demographics of the area / schools with the CoL
- Stand down and Suspension data
- Historical and projected roll growth
- % of building usage on each site

We discussed our presentations, the MoE data and looked for common themes that we needed to focus on. Three questions were asked of us, to guide our thoughts and feedback to the rest of the group;

- What do we celebrate?
- What is interesting about the disaggregated data?
- Identify 4 to 5 Achievement Challenges that come out of the data

The different groups gave feedback and this led to some discussions regarding the possible trends in our data which could become the basis for the achievement challenges for our CoL. Schools submitted disaggregated data to MoE in order for them to break this down even further for the schools to discuss and identify level, ethnicity and gender in the areas of concern. Trends/concerns noticed were:

- **Reading**

Discussions saw schools talking about;

- Years 6 and 7 data and the question of accuracy of the data
- Moderation and how this could be supported
- The use of different data tools and the possibility of schools agreeing on using a common tool
- Definitions and use of OTJ's; need for Professional Development to support teachers with this
- Concern re boys' reading levels specifically Māori and Pacifica Boys

- **Writing**

How schools can support each other in getting excellent teaching strategies for teachers to teach writing properly

- **Mathematics**
 - Target – Years 4 to 10
 - Teaching strategies for teachers

Ongoing discussions saw the CoL starting to develop potential actions for future plans and breaking down the challenges with clear definitions that the CoL would now take on. As a result the Rangitaiki / Kawerau CoL have identified the 4 Achievement Challenges;

- Literacy
 - Writing – Years 4 to 10
 - Reading – Years 4 to 10
- Maths / Pangarau – Years 4 to 10
- NCEA Level 2/Retention to age 17

Plan of action

The initial foci for us to achieve our goals are;

- **Transition**
 - From Pre-Primary and Kohanga Reo to Primary
 - From one kura to the next
 - From Primary to Secondary
 - From Secondary to tertiary
 - From Secondary to the work force
 - Ensure that transition for students is as smooth as possible;
 - Seamless communication
 - Shared expectations and academic standards as well as having a shared culture of behaviour
 - Very important for the support of students before, during and after transition;
 - Relationships
 - Communication
 - Sharing information and ideas
 - Shared/common expectations
 - Reciprocal approach
 - Promotion of Secondary Schools in the community
 - Similar systems, policies and practises
- **Formative Assessment**
 - Need to decide how we will identify where we are at as a CoL with formative assessment practices, as the first step in developing a strategic plan, action plans, collaborative inquiry
 - Greater exposure through PLD and observations for our teachers to broaden their experience and knowledge as well as to increase the range of possibilities and effective practices related to formative assessment and effective teaching strategies
 - Ensure effective use of assessment tools for formative purposes – eg. PAT's, e-asTTle, RoL, etc.
 - Effective use of these tools for differentiated learning. What is our shared understanding of differentiation?
 - Development of consistent evaluation processes and moderation within and across schools.

- Focus on student agency and student voice, alongside clarity of learning (with specific needs identified by everyone involved)
- How will we know we are doing better? What are the measures?
- We have an aging profession, what support do teachers who have been teaching for a significant period of time need to help them thrive (as professionals) in the rapidly changing education landscape.
- Possibilities for process:
 - Observations
 - PLD around effective pedagogy (English medium and Māori medium)
- **Collaboration**

Culturally responsive and relational pedagogy collaboration PLD for staff

 - Oral Language
 - ECE
 - ❖ Shared understanding of oral language expectations
 - ❖ Primary Staff to work with ECE Staff
 - Primary
 - ❖ Experiential learning/play at ECE developed into rich vocabulary
 - Secondary
 - ❖ Oral assessments in L1 and L2 as alternative
 - ❖ Back mapping of oral language to ensure the ability to write
 - Years 7/8

Managing self (Key Competencies)
 - Literacy and Numeracy
 - Shared PLD
 - Shared teacher expertise
 - Use of cross school teachers to be variable
 - NCEA Level 2
 - Portfolio evidence
 - Collaborative planning
 - Academic monitoring
 - Tertiary
 - Interview preparation
 - Discuss ideas
 - Communication with tutors – Gateways/Trades

Achievement Challenges:

1 Reading/Pānui

To lift the achievement of all our students in reading, with a specific focus on Māori students to ensure they have equitable outcomes in 2019.

The overall achievement rate is 65 % at or above the National Standards.

Girls are doing better (71 %) than boys (60 %) and Māori students (63%).

The overall achievement rate for panui in Māori medium is 81% for Nga Whanaketanga Rumaki Māori.

At year 9 and 10, 11% of students are achieving at the expected curriculum level.

Why do we need to take on this challenge?

Reading is a core skill required to achieve success at all levels of the system and is still key to demonstrating thinking, understanding and analysis. A closer analysis of our data identified particular concerns with years 4-10 in English medium.

We have set four targets to tackle this challenge:

- 1 We aim to lift the achievement of all our Māori students (boys and girls) in years 4-8 at or above the national standard in reading from 52% (254/489) in 2015 to 80% (391/489) in 2019.

2015 Māori students at or above in years 4-8		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
254/489	52	293/489	60	342/489	70	391/489	80

- 2 We aim to lift the achievement of all our year 4-8 NZE students at or above the national standard in reading from 65% (86/132) in 2015 to 80% (106/132) in 2019.

2015 NZE students at or above in years 4-8		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 NZE students at or above	
No	%	No	%	No	%	No	%
86/132	65%	92/132	70	99/132	75	106/132	80

- 3 We aim to lift the achievement of all our year 9 and 10 students at or above the expected curriculum level in reading (e-asTTle) from 11% (29/260) in 2016 to 60% (156/260) in 2019.

2016 all students at or above in years 9-10		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 all students at or above	
No	%	No	%	No	%	No	%
29/260	11	65/260	25	104/260	40	156/260	60

- 4 We aim to lift the achievement of all our year 2-8 Māori students at or above the expected NWRM level in reading from 80% (124/155) in 2015 to 90% (140/155) in 2019.

2015 Māori students at or above expected NWRM level		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%
124/155	80	132/155	85	140/155	90

Where are our students and which ones are we targeting?

In 2015 our 283 year 4-8 (237 Māori and 46 NZE) and 31 targeted students in Māori medium who were below, are in the following schools and in 2016 our 231 year 9 and 10 students were in the following schools:

School	Māori B/WB	NZE B/WB	Total Māori	Total NZE
Edgecumbe Primary	31	11	79	38
Kawerau Putauaki	33	X	71	8
Kawerau South	40	6	134	20
Matata	9	X	25	7
Otakiri	14	11	33	40
St Joseph's (Matata)	0	X	20	2
Tarawera High School	91	15	102	19
Te Mahoe	7	0	23	0
Te Teko	12	0	22	0
Years 9 and 10	All below	Total students		
Tarawera High School	136	146	-	-
Edgecumbe College	95	114	-	-
NWRM Years 2-8	Māori B/WB	Total Māori		
Te Teko	21	67	-	-
Te Whata Tau o Putauaki	10	88	-	-

[x=Data has been redacted]

2 Writing/ Tuhituhi

To lift the achievement of all our students in writing, with a specific focus on Māori students to ensure they have equitable outcomes in 2019.

The overall achievement rate is 61% at or above National Standards
Girls are doing better (72 %) than boys (52%) and Māori students (59%).

The overall achievement rate for tuhituhi in Māori medium is 71% for Nga Whanaketanga Rumaki Māori.

At year 9 and 10 in 2016, 6% of students are achieving at the expected curriculum level (CL 5).

Why do we need to take on this challenge?

Primary and secondary students in both English and Māori medium have challenges with writing. There is a need to address writing across all subjects in the primary and secondary curriculum at Years 9 and 10. Students' writing ability is a critical curriculum area to ensure success for our students at NCEA level.

We have set four targets to tackle this challenge:

- 1 We aim to lift the achievement of all our Māori students (boys and girls) in years 4-8 at or above the national standard in writing from 50% (231/466) in 2015 to 75 % (350/466) in 2019.

2015 Māori students at or above in years 4-8		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
231/466	50	280/466	60	317/466	68	350/466	75

- 2 We aim to lift the achievement of all our year 4-8 NZE students at or above the expected curriculum level in writing from 55% (72/132) in 2015 to 75 % (99/132) in 2019.

2015 NZE students at or above in years 4-8		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 NZE students at or above	
No	%	No	%	No	%	No	%
72/132	55%	79/132	60	90/132	68	99/132	75

- 3 We aim to lift the achievement of all our year 9 and 10 students at or above the expected curriculum level in writing (e-asTTle) from 6% (16/252) in 2016 to 60% (151/252) in 2019.

2016 all students at or above in years 9-10		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 all students at or above in years 9-10	
No	%	No	%	No	%	No	%
16/252	6	63/252	25	113/252	45	151/252	60

- 4 We aim to lift the achievement of all our year 2-8 Māori students at or above the expected NWRM level in writing from 71% (110/155) in 2015 to 90% (140/155) in 2019.

2015 Māori students at or above expected NWRM level		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
110/155	71	124/155	80	132/155	85	140/155	90

Where are our students and which ones are we targeting?

In 2015 our 302 year 4-8 (240 Māori and 62 NZE) targeted students who were below in NS; 232 year 9 and 10 students; and 45 students in Māori medium are in the following schools:

School	Māori B/WB	NZE B/WB	Total Māori	Total NZE
Edgecumbe Primary	32	17	79	38
Kawerau Putauaki	29	X	71	8
Kawerau South	43	5	134	20
Matata	8	X	25	7
Otakiri	13	13	33	40
St Joseph's (Matata)	5	X	20	2
Tarawera High School	91	18	102	19
Te Mahoe	7	0	23	0
Te Teko	12	0	22	0
Years 9 and 10	All Below	Total Students		
Tarawera High School	136	138	-	-
Edgecumbe College	96	114	-	-
NWRM Years 2-8	Māori B/WB	Total Māori		
Te Teko	15	67	-	-
Te Whata Tau o Putauaki	30	88	-	-

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3 Mathematics/Pāngarau

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

The overall achievement rate is 60% at or above the National Standards. Girls are doing slightly better (62%) than boys (58%) and Māori students (58%).

The overall achievement rate for pangarau in Māori medium is 78% for Nga Whanaketanga Rumaki Māori.

At year 9 and 10, 9% of students are achieving at the expected curriculum level.

We have set three targets to tackle this challenge:

1 We aim to lift the achievement of all our Māori students (boys and girls) in years 4-8 at or above the national standard in mathematics from 46% (224/489) in 2015 to 80% (391/489) in 2019.

2015 Māori students at or above in years 4-8		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
225/489	46	293/489	60	342/489	70	391/489	80

2 We aim to lift the achievement of all our year 4-8 NZE students at or above the national standard in maths from 55% (72/132) in 2015 to 80% (106/132) in 2019.

2015 NZE students at or above in years 4-8		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 NZE students at or above	
No	%	No	%	No	%	No	%
72/132	55%	92/132	70	99/132	75	106/132	80

3 We aim to lift the achievement of all our year 9 and 10 students at or above the expected curriculum level in mathematics (e-asTTle) from 9% (22/246) in 2016 to 60% (148/246) in 2019.

2016 all students at or above in years 9-10		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 all students at or above	
No	%	No	%	No	%	No	%
22/246	9	62/246	25	98/246	40	148/246	60

4 We aim to lift the achievement of all our year 2-8 Māori students at or above the expected NWRM level in Pangarau from 78% (121/155) in 2015 to 90% (140/155) in 2019.

2015 Māori students at or above expected NWRM level		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
121/155	78	124/155	80	132/155	85	140/155	90

Where are our students and which ones are we targeting?

In 2015 our 325 year 4-8 (265 Māori and 60 NZE) and 34 in Māori medium targeted students who were below are in the following schools and in 2016 our 231 year 9 and 10 students were in the following schools:

School	Māori B/WB	NZE B/WB	Total Māori	Total NZE
Edgecumbe Primary	43	19	79	38
Kawerau Putauaki	30	X	71	8
Kawerau South	51	8	134	20
Matata	8	X	25	7
Otakiri	11	12	33	40
St Joseph's (Matata)	13	X	20	2
Tarawera High School	92	16	102	19
Te Mahoe	9	0	23	0
Te Teko	21	0	22	0
Years 9 and 10	All students below	Total students		
Tarawera High School	139	146	-	-
Edgecumbe College	85	100	-	-
NWRM Years 2-8	Māori B/WB	Total Māori		
Te Teko	14	67	-	-
Te Whata Tau o Putauaki	20	88	-	-

[x=Data has been redacted]

5 NCEA Level 2 and Retention to age 17

In 2015 11 of the 36 Māori school leavers from Edgecumbe College were under 17 and at Tarawera High School 26 of the 73 Māori school leavers were under 17

In 2015 33.94% of Māori school leavers from the COL were under 17

Key Issue

Addressing the retention of priority students in school education until at least 17 to raise their potential achievement at NCEA L2

	School Leavers	% NCEA L1			% NCEA L2			% NCEA L3			% UE		
		2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Edgecumbe College	Māori (Number)	63.0	76.5	63.9	50.0	55.9	44.4	21.7	41.2	19.4	4.3	0.0	5.6
		29	26	23	23	19	16/36	10	14	7	2	0	2
	European (Number)	89.7	77.8	88.2	82.8	55.6	82.4	34.5	22.2	29.4	24.1	0.0	11.8
		26	7	15	24	5	14	10	2	5	7	0	2
Tarawera High School	Māori (Number)	70.8	78.4	79.5	47.7	62.2	58.9	23.1	37.8	26.0	7.7	16.2	4.1
		46	29	58	31	23	43/73	15	14	19	5	6	3
	European (Number)	81.8	90.0	95.0	63.6	60.0	95.0	36.4	50.0	60.0	18.2	20.0	10.0
		9	9	19	7	6	19	4	5	12	2	2	2

Percentage of students staying on at school until at least 17.

In most cases a student needs to remain at school until at least 17 to be able to complete a Level 2 NCEA qualification

		2012	2013	2014	2015
Edgecumbe College	% Māori	67.3	65.2	67.6	69.4
	% European	81.8	82.8	77.8	76.5
Tarawera High School	% Māori	-	63.1	64.9	64.4
	% European	-	72.7	80.0	80.0
Bay of Plenty - Waiariki	% ALL	77.4	78.2	78.7	78.4
National	% ALL	82.9	84.1	84.0	83.9

We intend:

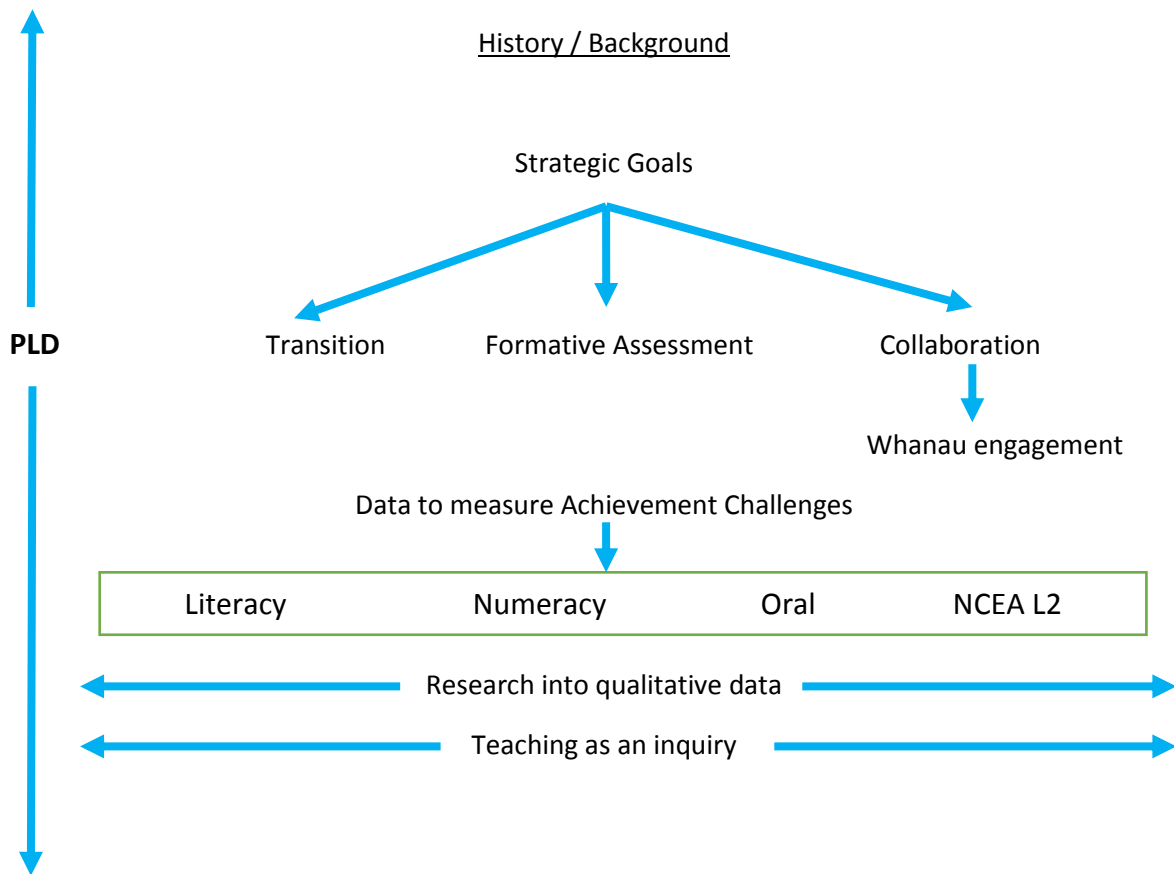
- 1 To increase the retention rates to 90% of Māori students remaining at school until at least their 17th birthday in order to increase their potential for success at NCEA L2.

2015 Māori students staying at school until age 17		Intermediate State 2017		Desired State – 2018 Māori students staying at school until age 17	
No	%	No	%	No	%
72/109	66	82/109	75	98/109	90

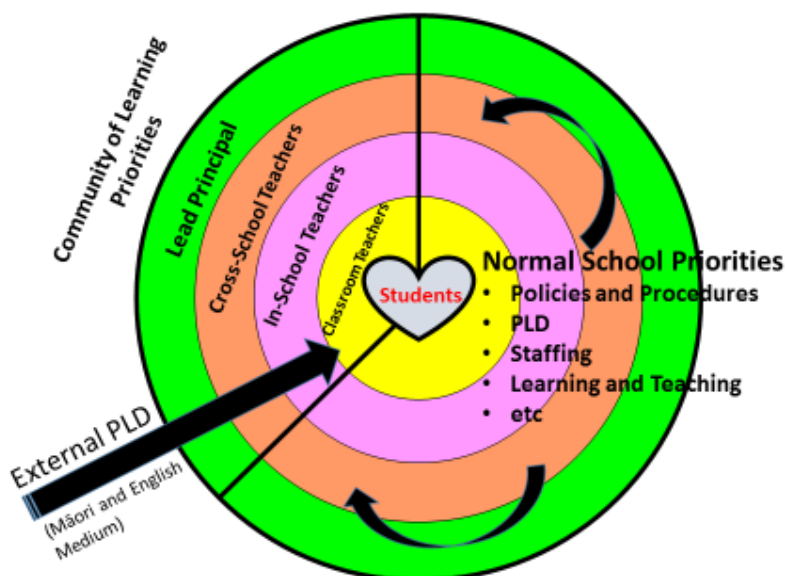
- 2 To raise NCEA L2 achievement for the target group to 85%

2015 Māori students achieving NCEA L2		Intermediate State 2017		Desired State – 2018 Māori students achieving NCEA L2	
No	%	No	%	No	%
59/109	54	82/109	75	93/109	85

An overview of our plan:



Rangitaiki and Kawerau Community of Learning



MOE Funded Roles

(Based on total roll count of schools)

- 1 x Lead Principal (School receives 0.4 release – equivalent 2 days per week, plus backfilling)
- 3 x Cross-school Teachers (School receives 0.4 release - equivalent 2 days per week)
- 17 x In-school Teachers (School receives 0.08 release - equivalent 2 hrs per week)
- 5 hours inquiry time per teacher (minimum of 50 hours per school)

Possible Community of Learning Framework:

Students
-especially priority students

- This is simply a model of how the CoL might work.
- Will be dependant on priorities
- No job descriptions or timeframes yet set, except for lead principal

