Bream Bay Kāhui Ako

Group 5

Ngā Kura mo te ako o Whāngarei

Achievement Challenge

Marsden Playcentre

Waipu Playcentre
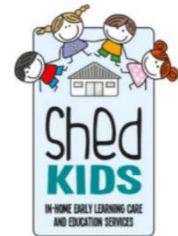
OUR VISION

Kia tū hei hāpori whai āria, whai auaha hoki
To be a community of innovation

Contents

The Bream Bay Kāhui Ako logo

The pikoura (twist) design means the journey of life, friendship and joining of people.

The three curves represent the stages of development, early childhood, teenage years, and finally becoming part of the community.

Each part of the pikoura incorporates a design element important to our Bream Bay community – harakeke (Patuharakeke - our iwi); tartan (representing the Scottish ancestry in Waipu), and Mt Manaia (our maunga).

I nga ra e hi ika, he kupenga tatai awhai nuku

"If you wish to catch fish, first you need to ensure your net is in good order"

What Makes up the Bream Bay Kāhui Ako?
2017 – 2019

Our iwi - Patuharekeke

Tertiary providers

Whanau

Bream Bay College

Bream Bay Kindergarten

Waipu Playcentre

Ruakaka School

Kids 1st

Bream Bay

Kāhui Ako

One Tree Point School

Local Businesses

Waipu Primary School

Shed Kids

Small Poppies

Mardsen Playcentre

Community Groups

Bream Bay Educare

Bream Bay Learning Community
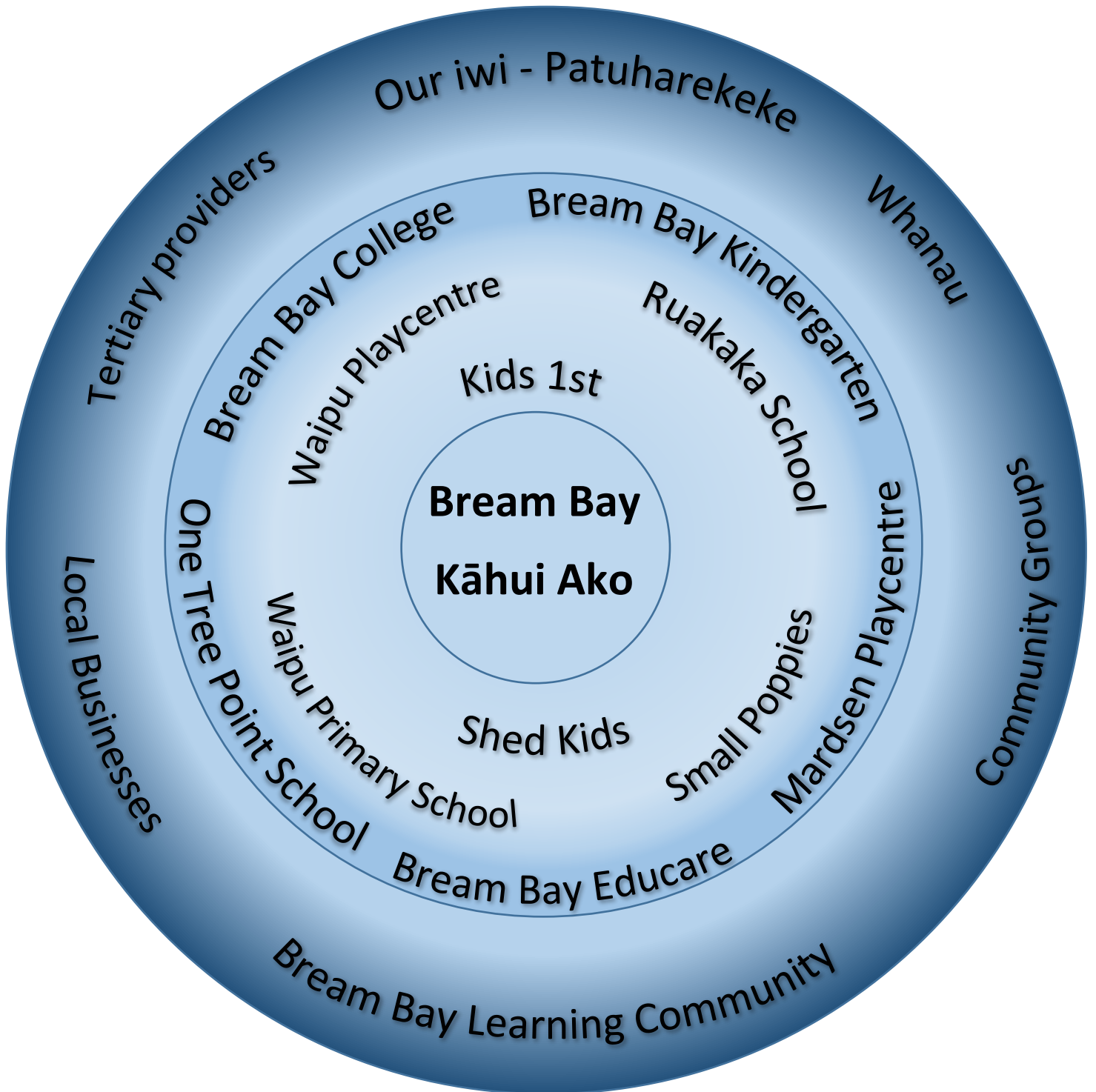
Our Mission Statement

To build strong reciprocal relationships that weave expertise from our kura, whanau and community together to enhance learning.

Background and Purpose of the Bream Bay Kāhui Ako

The Bream Bay Kāhui Ako is comprised of the following learning centres:

- Bream Bay College
- Waipu Primary School
- One Tree Point School
- Ruakaka School
- Bream Bay Kindergarten
- Kids 1st
- Bream Bay Educare
- Small Poppies
- Shed Kids
- Waipu Playcentre
- Marsden Playcentre

Plus we are supported by:

- The Bream Bay Learning Community
- Patuharakeke – our local iwi

Name of school	Total boys	Total girls	Māori boys	Māori girls	Pasifika boys	Pasifika girls	Other
BREAM BAY COLLEGE	**Y7-8** 105 **Y9-13** 273	**Y7-8** 100 **Y9-13** 264	**Y7-8** 35 **Y9-13** 97	**Y7-8** 34 **Y9-13** 102	**Y7-8** 6 **Y9-13** 14	**Y7-8** 4 **Y9-13** 10	**Y7-8** 8 **Y9-13** 23
RUAKAKA PRIMARY	116	122	73	66	4	5	9
WAIPU PRIMARY	111	117	29	28	0	3	6
ONE TREE POINT	116	110	47	40	1	4	16
TOTALS	621	713	281	210	25	26	62

Total students: 1334

CONTEXT

As at March 1st, 2018, our schools have collectively 1334 students. Of these, there are 491 Māori students, 51 Pasifika, and 62 from other ethnicities.

Of these, 84 students are taught in Level 2 Te Reo Māori immersion settings at Ruakaka School and 69 Year 7/8 students at Bream Bay College.

There are three contributing schools in our Kahui Ako which currently have similar rolls. One of these schools has experienced significant roll growth over recent years. The college comprises almost 50% of the Kahui Ako roll, with around one third of whom are in Years 7 & 8. New entrant participation in early childhood education was on average, 97% in 2016.

The percentage of Māori students across the schools varies from around 25% to over 50%. One primary school offers bilingual education across all levels and the college at Year 7-8 level. There is an increasing range of ethnic diversity across the Kahui Ako.

One school board appointed a new principal in 2016 and another appointed a new one in Term 2, 2018. The other two principals are experienced principals.

All schools are well supported by the local community and have built strong relationships with the local Takahiwai marae. The local iwi, Patuharekeke, have two representatives on the Stewardship Group for the Kahui Ako. There are also two representatives from the local preschools and one from the Bream Bay Learning Community.

There are limited tertiary pathways in the Bream Bay area but there are strong links with universities across New Zealand. There is also a strong business community who are keen to support the vocational pathways for our students.

WHY DID WE FORM A KAHUI AKO?

Our schools – particularly the contributing schools, have collaborated together on several projects, including Gifted and Talented and shared professional development. By forming our Kahui Ako we can extend this collaboration wider to include the college and the preschools so that we can share common goals for improving outcomes for all learners in the Bream Bay area.

We believe through working collaboratively we will be more effective in lifting student achievement.

COLLECTIVE STRENGTHS WE BRING

- Strong leadership capability
- A history of collaborative practices across the contributing schools
- Effective governance in all schools
- An excitement and willingness to work together, including preschools
- All learning centres are relatively close to each other.
- Our local iwi, Patuharekeke are already strongly involved in our learning centres.
- Many similar focus areas and strong leadership capabilities – particularly environmental education, cultural responsiveness, digital technology, inquiry-based learning, well-being, relationship-based teaching approaches eg. Restorative practices / PB4L.
- Data informed practices.
- Area-wide commitment to student success.

BREAM BAY COMMUNITY PROFILE

Traditionally Bream Bay was a mainly rural area but over recent years, it is more semi-rural with many lifestyle blocks being developed. The area is clearly defined with ranges of hills backing a beautiful coast line. The beaches are popular for swimming, surfing, fishing and diving and there is an active surf lifesavers club based at both the Ruakaka Beach and Waipu Cove.

The population is growing steadily with huge growth expected over the next 5 – 10 years. There is a large industrial estate which will allow room for more industries to move into the area.

Patuharekeke are a composite hapu of descent from most major iwi groups in the north and have a strong presence in the Bream Bay community. The Takahiwai Marae facility is the only marae in our area and is widely used by the local community. It has a strong education focus which supports our schools and other members of the community.

There is a strong environmental focus in the Bream Bay area. The Marsden Point Oil Refinery has its own wildlife sanctuary and at Ruakaka Beach and Waipu Cove, wildlife sanctuarys has been set up on the sand dunes to protect the dotterels and terns.

Bream Bay is a popular holiday spot over the summer months with camping grounds throughout the area being full to capacity, resulting in an increase in visitors over these periods.

The Waipu Caves are a place of interest in Waipu which is a small settlement in the Bream Bay area with a Scottish heritage.

The Marsden Cove Marina is another attraction in the Bream Bay area and can be found in the centre of the Marsden Cove canal housing development, just inside the entrance of the Whangarei Harbour. There are 230 berths in the marina which is used by boats from all around the world, plus local fishing enthusiasts. There has recently been a boat hard-stand added to the facilities.

Regular weekend craft markets are held at Marsden Cove and Waipu for local artisans to sell and display their goods.

Marsden Point Oil Refinery lights up Bream Head every night and it is the only oil refinery in New Zealand. It provides employment for many in the local area.

Our local port, Northport, offers a deep-water commercial port with access to countries all around the world. It is the country's northernmost multi-purpose port and the closest to most of New Zealand's international markets. It caters for a wide range of cargoes and has another 180 hectares of immediately-available 'green field' commercially-zoned land adjacent to the port boundary to offer importers and exporters looking for room to grow.

Northpine is a local business that offers a huge amount of community support to schools and community groups and has sponsored a Gifted and Talented programme for the three local primary schools for many years.

THE GEOGRAPHICAL AREA OF THE BREAM BAY KĀHUI AKO
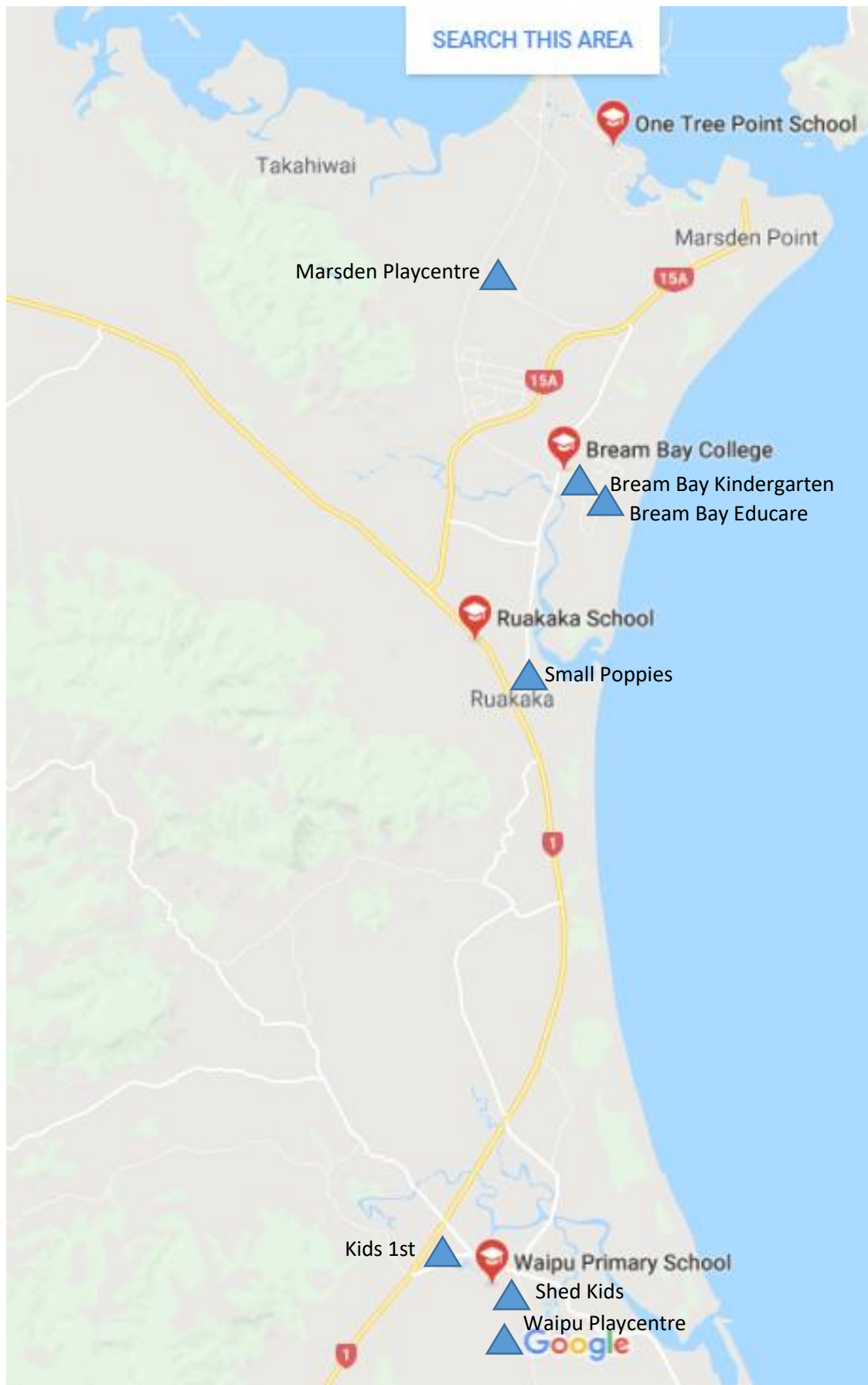
ERO REPORT 2017
Ngā Kura mo te ako o Whangārei

Bream Bay Kāhui Ako

COMMON STRENGTHS INCLUDE:

- Schools having a vision for learners' success
- Settled, positive learning environments based on respectful relationships
- Successful improvement trends over time in some schools
- Increasingly effective use of digital technologies to engage students in learning
- Examples of well-managed transitions into school

AREAS FOR IMPROVEMENT INCLUDE:

- Identifying and building capability in effective teaching practices that contribute to accelerated progress, particularly for Māori boys
- Increasing achievement parity for Māori at all levels, and for boys more generally
- Strengthening links with parents and communities as partners in their children's learning
- Developing COL capability in critical inquiry to evaluate the impact and effectiveness of strategies, interventions and programmes aimed at improving outcomes for at risk students.

General statement:

Schools in this COL would benefit greatly by working collectively and sharing successful strategies that have raised student achievement in their particular schools. These strategies could help to close the achievement gap in all areas for all learners, and particularly for Māori boys.

Structure and roles

The stewardship group is made up of the Lead Principal, other Principals of the schools involved, Head Teacher representatives from Early Childhood centres, Board representatives, iwi representatives (Patuharekeke), and a representative from the Bream Bay Learning Community. The Bream Bay Learning Community is a group of volunteers from our community who organise community events to support the education and welfare of our tamariki. We meet twice a term but this may come down to once a term once our challenges are firmly established.

Working groups will be established for each area of inquiry. The group will be made up of the Across School Teachers, Within School Teachers and other school staff as appropriate. They will keep the lead principal and other leaders informed about progress. The principals will be included in planning as required. This group will be tasked with supporting changes of school and teacher practice. These groups will be seeking to compliment the leadership and management structures already in place in schools, using evidence and building relationships to either support or challenge current practice.

The Lead Principal of the Kāhui Ako has the role of co-ordinating the collaborative and professional activities across the Kāhui Ako. They will play a lead role in planning, coordinating and facilitating the work of the Kāhui Ako as a whole and the other Kāhui Ako teacher roles. They will support Principals and Teachers to raise achievement and meet shared goals.

Principal and learning centre leaders have the role to progress the work of the Kāhui Ako within their schools. This group will meet regularly to review progress, receive reports, and guide further work.

Across School Teachers have the role of working with leaders and teachers across schools to improve school and teacher practice. Part of their role is to coach the in-school teachers to enable them to disseminate practices across their schools.

Within School Teachers have the role of working (in conjunction with school leaders) in their own school with teachers to improve school and teacher practice.

Inquiry Time will enable teachers to have the time to learn from each other and work together on our Kāhui Ako goals.

Professional Learning and Development will be planned for leaders and teachers across our Kāhui Ako to strengthen school systems and processes, and teacher practice.

We will use the expertise of **the early childhood sector.**

We will access **external providers** linked to areas of work.

We will maximise **internal expertise**.

Our approach

The understanding of the ways we will meet our Kāhui Ako 'challenges' will evolve as we work together. The Bream Bay Kāhui Ako is a strong network of passionate leaders and learners. Through this Kāhui Ako, we will build stronger links between all sectors to strengthen transitions while at the same time, allowing individual schools the ability to maintain their individual identity while collaborating and sharing expertise.

HOW OUR COLLABORATIVE INQUIRY INFLUENCED OUR THEORY OF IMPROVEMENT

Bream Bay Kāhui Ako is in a unique situation as it is fortunate to already have an existing sense of community. Traditionally the primary and secondary schools had very little to do with our Early Childhood centres, apart from sometimes visiting their centres as teachers of New Entrant classes or as primary principals and some of the centres come into our primary schools to bring children for transition visits.

When we decided to form our Kāhui Ako, there was no directive from the Ministry to include Early Childhood centres – the suggestion was that we start with the secondary schools and primary schools and then once established, bring in the Early Childhood centres. After much valuable discussion, we felt that we wanted our Early Childhood centres included right from foundation level of our Kāhui Ako and this has proven to be invaluable.

When we formed our Stewardship group, the Early Childhood centres were invited to nominate two representatives and these two Head Teachers are now part of our Kāhui Ako

leadership team. This completed the pathway of the educational journey for our tamariki, which is also enriched by the inclusion of two representatives from our local iwi, patuharekeke, and a representative from the Bream Bay Learning Community.

We began our inquiry by the team of leaders visiting all of the learning centres involved in our Kāhui Ako over 2 days. We did not want to approach this from a deficit model, but rather look at what we had in common and what our common strengths were.

We then noted what things came up that we were all doing to some extent and put these down as areas for discussion at our Kāhui Ako launch with the staff from all learning centres. The commonalities that showed through were:

➢ Learning through play and inquiry
➢ Walking with cultures – culturally responsive and culturally located learning
➢ Education for Sustainability
➢ Deep learning/key competencies
➢ Accelerated learning and special needs learning
➢ Student voice/student agency
➢ Digital technologies
➢ Working together – PB4L, Restorative practices
➢ Tuakana Teina

Staff from each learning centre opted into an area of interest to discuss with teachers from other centres and they were asked to answer the following questions:

➢ What are our strengths in this area for our learning centre?
➢ How are we doing it?
➢ What ideas do we have to improve this area?
➢ How might we work across our Kāhui Ako to enhance learning in this area?

THEORY OF IMPROVEMENT

BREAM BAY KĀHUI AKO VISION

Kia tū hei hāpori whai āria, whai auaha hoki,

To be a community of innovation

NEW ZEALAND CURRICULUM

Our tamariki will be achieving educational success as confident, connected, actively involved, lifelong learners.

KA HIKITIA – MANAGING FOR SUCCESS

Māori enjoying education success as Māori.

TE WHARIKI

All tamariki grow as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

DRIVERS FOR OUR THEORY OF IMPROVEMENT

From the discussions at our launch, the drivers for our theory of improvement were established:

- ➢ Student voice / agency
- ➢ Learning Competencies / dispositions / capabilities / opportunities / cultural competencies
- ➢ Inquiry learning
- ➢ Transitions
- ➢ Practice-based pedagogy
- ➢ Deep learning
- ➢ Learning partnerships / Tuakana Teina
- ➢ Digital technology
- ➢ Interventions
- ➢ Play-based learning

STUDENT VOICE / STUDENT AGENCY

Student agency is about the level of control, autonomy, and power that a student experiences in a learning situation. This may be displayed in the choice of learning environment, subject matter, approach, and/or pace. Authentic assessment, experiential or project based learning, and mastery-based learning all provide opportunities to increase student agency.

Student voice is about the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and the instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.

LEARNING COMPETENCIES / DISPOSITIONS / CAPABILITIES / OPPORTUNITIES / CULTURAL COMPETENCIES

Learning dispositions are about a student's inclination to think and act in particular ways.

Capabilities are about learning and the development of knowledge and skills.

Competencies are used to live, learn, work and contribute as active members of a community and they draw on knowledge, attitudes, and values in ways that lead to action.

Opportunities are created when time and circumstances make it possible to do or produce something for a personal and collective benefit.

The cultural competencies include: **Ako** Practice in the classroom and beyond; **Whanaungatanga** Relationships (students, school-wide, community) with high expectations; **Tangata Whenuatanga** Place-based, socio-cultural awareness and knowledge; **Manaakitanga** Values – integrity, trust, sincerity, equity; **Wānanga** Communication, problem solving, innovation.

INQUIRY LEARNING

Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. It is about doing something with that knowledge you have gained that has an impact or changes something.

TRANSITIONS

Transition is the process that is designed to ensure that students will be provided the necessary skills and services to make a smooth transition from learning centre to learning centre with as little interruption as possible within our Kāhui Ako.

PRACTICE-BASED PEDAGOGY

Practice-Based pedagogy is an approach to education that prepares our senior graduates for future occupational practice.

DEEP LEARNING

The deep learning competencies, better known as the 6 C's:

- **COLLABORATION**

- **CREATIVITY**

- **CRITICAL THINKING**

- **CITIZENSHIP**

- **CHARACTER**

- **COMMUNICATION**

LEARNING PARTNERSHIPS / TUAKANA TEINA

Learning partnerships are about having an internal belief system, an internal identity/sense of self, and a capacity for mutual, interdependent relationships

Tuakana/teina refers to the relationship between an older (tuakana) person and a younger (teina) person and is specific to teaching and learning in the Māori context. This can take a variety of forms including: peer to peer – teina teaches teina, tuakana teaches tuakana.

DIGITAL TECHNOLOGY

Digital Technology will be used to teach students how to design their own digital solutions, how to create – rather than just use – digital technologies to prepare them for the modern world.

INTERVENTIONS

Instructional interventions are specific programmes or a set of steps to help a child improve in an area of need.

LEARNING THROUGH PLAY

A play-based programme builds on the motivation that children naturally have, using play as a context for learning. In this context, children can explore, experiment, discover and solve problems in imaginative and playful ways.

A play-based approach involves both child-initiated and teacher-supported learning. The teacher encourages children's learning and inquiry through interactions that aim to stretch their thinking to higher levels.

Integrating the Transversal Competencies

Diagram from the article:
Assessment of Transversal
Competencies - Policy & Practice
in the Asia-Pacific Region.
Written by Esther Care
& Rebekah Luo.

Communication skills
Porihanga - communication and participation

Creativity
+ Imagination
Entrepreneurship
Exploration
Resourcefulness
Hiranga - excellence

Organizational skills

Holistic development

Teamwork and collaboration - mahi ngātahi
Atawhai - Whānau and school working together to nurture the students

Sociability and collegiality
Family & Community
Manaakitanga - caring for & respecting for each other
Empathy and compassion
Relationships

Application skills
Waina auaha
Waina wiui - innovation
inquiry, and curiosity
Reflective thinking
Critical thinking
+ Problem solving

Reasoned decision making
Empowerment
Awareness and openness
Tolerance and respect for diversity
Rerekētanga - diversity
Responsibility and ability to resolve conflict
Contribution
Ethical and intercultural understanding

Democratic participation
Citizenship
Respect for the environment
Whakawhanaungatanga
Kaitiakitanga - involving together a community
National identity and sense of belonging

Respect for religious values

Hauora
health + well-being
Well-being
Appreciation of healthy lifestyle

Self-discipline
Ability to learn independently
Flexibility and adaptability
Tū pono - knowing oneself, one's identity.
Self-awareness
Perseverance and self-motivation
Character education
Compassion
Tika, pono - equity
Integrity and - Manaaki
self-respect to awhi
Ngā kau tapatahi - integrity
Ethical use of ICT

Ability to critically evaluate information and media content

Ability to obtain and analyse information through ICT

Interpersonal skills

Intrapersonal skills

Critical & innovative thinking

What are transversal competencies?

Media & information literacy

Global citizenship

Other

The competencies shown in
red are from Michael Fullan's
6 c's (Deep learning)
I have also included cultural
competencies.

* Those in green are
the Principles & Strands
from Te Whāriki

VI

ACHIEVEMENT CHALLENGES

Leading up to the launch of our Kāhui Ako, Independent Petroleum Laboratory (IPL), which tests a wide range of crude oil and its derived products including: petrol, diesel, jet fuels, fuel oils, asphalt and many more, invited a group of our Year 5 and 6 students from the three primary schools to participate in a Science/Technology programme, which they were happy to plan and facilitate. IPL is situated near the Marsden Point Oil Refinery and other local industries and their reason for this initiative was that they are finding that there are few students in our Bream Bay community who are showing an interest in Science/Technology, which is what businesses like IPL require.
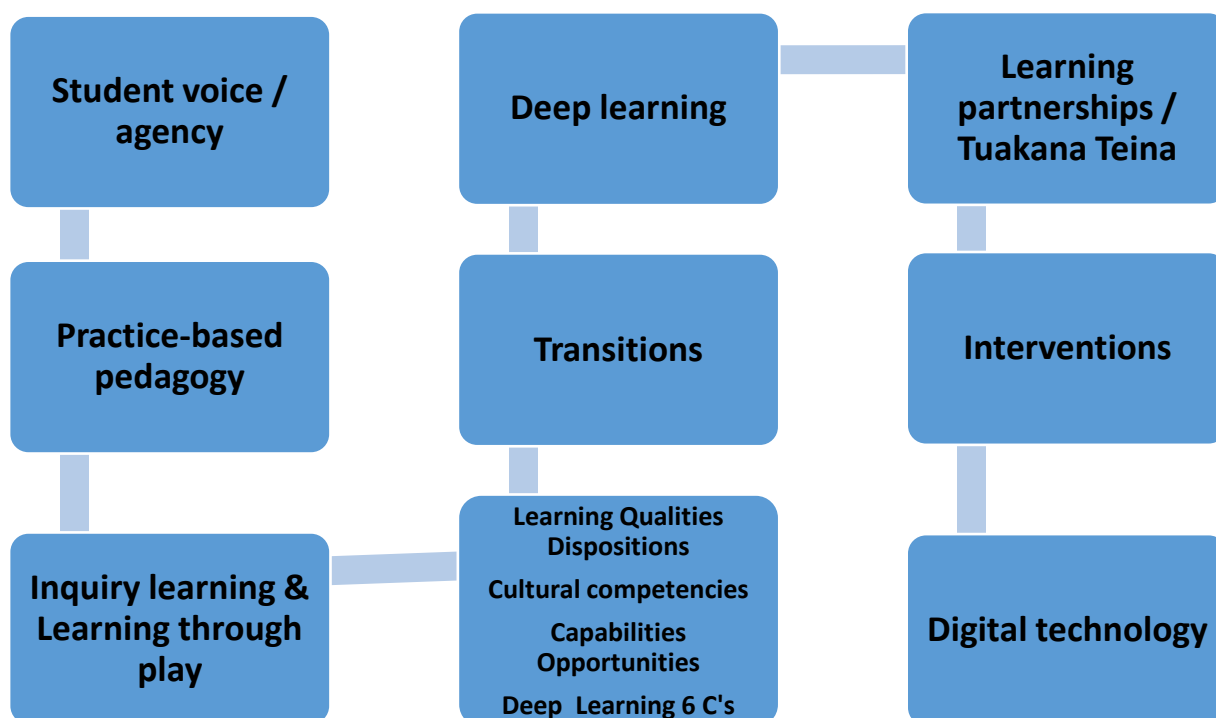
After reviewing the information we collected at the launch, it was obvious that Science/Technology were two areas that had barely featured as strengths or common interests that we had as a Kāhui Ako.

It was from this knowledge that our achievement challenges were decided upon.

BREAM BAY KĀHUI AKO VISION

Kia tū hei hāpori whai āria, whai auaha hoki - **To be a community of innovation**

OUR DRIVING PRINCIPLES

Student voice / agency	**Deep learning**	**Learning partnerships / Tuakana Teina**
Practice-based pedagogy	**Transitions**	**Interventions**
Inquiry learning & Learning through play	**Learning Qualities Dispositions** **Cultural competencies** **Capabilities Opportunities** **Deep Learning 6 C's**	**Digital technology**

OUR ACHIEVEMENT CHALLENGES WILL:

Support students to engage in the process of thinking and learning, by providing opportunities for them to explore concepts and ideas they are interested in, whilst having equitable learning opportunities in an environment that recognises and values their culture, language and identity.

STEAM	LEARNING QUALITIES	WELL-BEING
• Science • Technology • Engineering • Arts and design • Maths	• Deep Learning 6 Cs • Dispositions • Capabilities • Key competencies • Opportunities • Cultural Competencies	• Individual • Teams • Whole school • Whanau/community

OUR EXPECTED OUTCOMES

Our goal is to use our achievement challenges of STEAM, Learning Qualities and Well-being as the 'vehicles' to lift achievement for all of our learners to enable them to achieve the very best outcomes appropriate to them as individuals.

In the core curriculum areas of Reading, Writing and Maths we aim to have 85% of Year 1-13 students achieving at or above the expected ==curriculum== levels for their age.

In the Early Childhood setting, children will increase their confidence and capabilities as learners, develop knowledge, skills, attitudes and dispositions to support lifelong learning, so they are ready, willing and able to face new challenges with optimism and resourcefulness.

RATIONALE - STEAM - Science, Technology, Engineering, Art design, and Maths

When students develop their thinking skills they are able to engage with clarity in exploration of how the world works, how we identify and solve problems creatively, and how we develop and test ideas.

"As global citizens in a rapidly changing and increasingly connected world, students need to be adaptive, creative and resilient. They need to 'learn how to learn' so that they can engage with new contexts, opportunities and challenges…" (Te Whariki, 2017)

CHALLENGE 1	*To grow our students STEAM thinking skills by providing a developmentally appropriate, culturally responsive and rich environment that invites curiosity, wonder and inquiry, to improve academic achievement in core curriculum areas.*

ACTIONS:

➢ Support our student's thinking skills through the use of STEAM disciplines.

➢ Identify the range of practices and programmes throughout our Kāhui Ako that display STEAM thinking skills.

➢ Develop tools to collect baseline data.

➢ Identify effective research-based STEAM approached to the curriculum.

➢ Identify cohorts of students who are not achieving at expected curriculum levels for their age in core curriculum areas - by ethnicity, gender, year level/peer group, those with additional needs.

➢ Identify, share and implement strategies that improve achievement in the core curriculum areas of Literacy and Numeracy through the provision of STEAM thinking.

➢ Plans for acceleration of achievement for specified cohorts of students are implemented and monitored.

➢ Obtain the voice of students, teachers, support staff, leaders, parents and whanau where applicable.

➢ Identify expert teachers across the Kāhui Ako who demonstrate pedagogical practices that integrate the curriculum and show excellent teacher and student inquiry practices for the Across-school and Within-school roles.

➢ Investigate and source effective resources, programmes and professional development that demonstrate proven improved educational outcomes through the use of STEAM.

➢ Moderation for core curriculum areas will be used across the Kāhui Ako as applicable.

OUTPUTS:

➢ All schools will implement STEAM pedagogy to ensure students obtain the thinking skills to produce outcomes in core curriculum areas, and maximise related employment opportunities in the area in the future.

➢ We will establish and measure this through the development of a STEAM rubric (as advised by Susan Heeps) which we will use to identify a base line of ability and competencies across the Kahui Ako, and to show improvement.

➢ Developmentally-appropriate, culturally responsive and rich environment that invites curiosity, wonder and inquiry will be evident across the kāhui ako.

➢ Schools within the Kāhui Ako that demonstrate effective STEAM practices and programmes are identified and will share their learnings across the Kāhui Ako.

➢ A variety of tools will be used to track progress.

➢ STEAM approaches to the curriculum are shared and supported across the Kāhui Ako as applicable.

➢ Student achievement data gathered and analysed. Cohorts of students needing acceleration will be identified.

➢ Strategies that support effective literacy and numeracy acquisition through the integrated concept of STEAM are identified, shared and implemented as applicable across the Kāhui Ako.

➢ There will be positive outcomes and improved achievement for specified cohorts of students.

➢ Stakeholders feel listened too, involved and informed.

➢ Decide on assessment tools to be used to measure progress and achievement across the Kāhui Ako. ➢ Students with additional learning needs will have realistic personalised goals.	➢ Expert teachers for Across-school and Within-school roles will be identified, appointed and mentored. ➢ Effective resources, programmes and professional development will be identified, purchased/implemented as budgets allow. ➢ Moderation workshops will be organised where appropriate for cohorts of students as needed. ➢ Consistency of assessment tools and their use across the Kāhui Ako will be evident. ➢ Students with additional learning needs will achieve their goals.
RESPONSIBLE - To be decided when appointment made.	

MAKER MOVEMENT

Diagram from:
"A Global Revolution Goes to School: The Maker Movement" by Sylvia Martinez

GUIDING QUESTIONS WHEN ASSESSING STEAM

What are the students learning?
How are they thinking?
What understandings and skills are they gaining as a result of the STEAM lesson?

FIVE AREAS TO CHECK DURING STEAM LESSONS

1. **The quality of the STEAM lesson by examining the core STEAM tasks:**
   - *Focusing attention on identifying and solving real problems.*
   - *Applying specific curriculum-level science and maths concepts.*
   - *Using an engineering-design process to guide their thinking and problem solving.*
   - *Creating and testing prototypes (technologies) as solutions.*

2. **Students' understanding of the science and maths needed to solve the problem:**
   - *Students make specific maths and science connections during the lesson.*
   - *Students understand how to apply science and maths to solve a problem.*
   - *By taking students deeper into curriculum-level science and maths objectives through STEAM lessons, their success should also be reflected in scores on summative assessments.*

3. **Students ability to work as a team:**
   - *Set norms for productive teamwork behaviours that they value.*
   - *Respond positively and successfully to guidance when needed.*
   - *Regularly self-assess their team behaviours.*

4. **Assess STEAM skill development by seeing evidence that students abilities are growing in the following areas:**
   - *Come up with several different possible solutions to a problem.*
   - *Combine materials and ideas in clever and imaginative ways to create a solution.*
   - *Design a prototype and test it to see if this device solves the problem.*
   - *Successfully evaluate their testing results, and analyse and interpret their data.*
   - *Recognize things they can do to change and improve the design of the prototype.*
   - *Communicate ideas in new and innovative ways.*

5. **Examine students attitudes and confidence growth by looking for indicators that students are beginning to:**
   - *Feel 'safe' in expressing out-of-the-box imaginative ideas.*
   - *Believe it is safe to fail, and then use failure as an opportunity to improve.*
   - *Suggest increasingly creative ideas for solving a problem.*
   - *Take ownership of their projects and learning.*
   - *Express increasing curiosity and ask more questions.*
   - *Transfer STEAM practices to other subject areas.*

CONFIDENT, CONNECTED, ACTIVELY INVOLVED, LIFELONG LEARNERS.
High Expectations, Treaty of Waitangi, Cultural diversity, Inclusion, Learning to Learn, Community Engagement, Coherence, Future focus.

RELEVANT LEARNING AND MEASUREMENT TOOLS/EVIDENCE FOR 'STEAM'.

ECE	1. Te Whariki Principles, Strands and Learning Outcomes 2. Learning stories – narrative assessment 3. Observations 4. Self-assessment 5. A wide range of assessment tools 6. Work in partnership with whanau around aspirations and expectations to develop a Priority Learning Plan 7. Individual portfolios 8. Consider whole child development – tinana, hinengaro, wairua, whatumanawa 9. External expertise – PLD, Specialist teachers, Advisers 10. Demographics – attendance, engagement 11. ERO indicators.
YEARS 1 - 6	1. Standardised assessments where appropriate 2. In-school assessments - including data from previous schools 3. Demographics – attendance, lateness, in-class engagement, suspensions and behaviour data over time. 4. Examples of student work 5. Work in partnership with whanau. 6. Student voice 7. Effective moderation of evidence within and between schools. 8. External expertise – PLD, specialist teachers, Advisers. 9. Individual and school professional inquiries into achievement 10. ERO indicators
YEARS 7 - 10	1. The quality / quantity results from its Junior diploma to analyse the STEAM subjects. This analysis will be by gender and ethnicity. 2. Analysis of attendance data for the priority group selected to be monitored through the STEAM intervention. 3. Analysis of the participation rates in STEAM subjects 4. Student voice collect via survey(s) 5. Work in partnership with whanau.
YEARS 11 - 13	1. The quality / quantity results from its analysis NCEA STEAM subjects. This analysis will be by gender and ethnicity. 2. Analysis of attendance data for the priority group selected to be monitored through the NCEA STEAM intervention. 3. Analysis of the participation rates in the NCEA STEAM subjects. 4. Student voice collected via survey(s) 5. Work in partnership with whanau.
ORS STUDENTS	1. Narrative assessment for learners with special education needs. 2. Progress against Personal Learning Plan Goals. 3. Collection of voice as appropriate. 4. Impact of specialist support. 5. ERO indicators.

RATIONALE – LEARNING QUALITIES & DISPOSITIONS

By bringing a future-focussed perspective to teaching and learning through the learning qualities and dispositions – key competencies, Te Whariki Strands and Principles, cultural competencies and Deep Learning 6 C's - our students will strengthen their ability to face challenges today and in the future.

CHALLENGE 2	*To engage our students in the development of learning qualities that will enable them to grow the skills and competencies needed to strengthen relationships and resilience, to achieve their own form of excellence in their learning.*

ACTIONS:

➤ Each school will develop a wellbeing team to attend professional development and lead wellbeing initiatives throughout their school.

➤ Identify the range of practices and programmes throughout our Kāhui Ako that highlight how learning qualities support student learning.

➤ Identify the tools we will use to collect baseline data.

➤ Identify effective research-based learning quality practices that support students to take greater agency over their learning, become more confident, and that improve core areas of the curriculum.

➤ Identify cohorts of students who have not yet established baseline competencies that support the improvement in their mathematical and literacy capabilities so that they are achieving at expected curriculum levels for their age - by ethnicity, gender, year level/peer group, those with additional needs.

➤ Identify, share and implement strategies that develop learning qualities in our students so that they are empowered learners and they can take greater agency over their learning whilst improving achievement in the core curriculum areas of Literacy and Numeracy.

➤ Obtain the voice of students, teachers, support staff, leaders, parents and whanau where applicable.

➤ Identify expert teachers across the Kāhui Ako who demonstrate pedagogical practices that integrate learning qualities into the curriculum to improve student achievement.

OUTPUTS:

➤ To understand what competencies of character and citizenship we will focus on developing in students from the Deep Learning 6 C's, and to measure improvement, baseline data will be created using the *Learning Qualities Measurement Tool*.

➤ Cohorts of students needing further development in these areas will be identified accordingly and will be monitored by each schools wellbeing team using a care plan matrix.

➤ Schools within the Kāhui Ako that demonstrate effective inclusion of learning qualities are identified and will share their learnings across the Kāhui Ako.

➤ We will create a baseline of understanding our progress as a Kāhui Ako using rubrics from the 6 C's of Deep Learning – focussing on Character and Citizenship.

➤ Learning quality practices across the curriculum are shared and supported across the Kāhui Ako as applicable.

➤ Strategies that develop learning qualities in our students that support effective literacy and numeracy acquisition are identified, shared and implemented as applicable across the Kāhui Ako.

➤ Stakeholders feel listened too, involved and informed.

➤ Expert teachers for Across-school and Within-school roles will be identified, appointed and mentored.

➢ Investigate and source effective resources, programmes and professional development that demonstrate proven improved educational outcomes through the use identified learning qualities.	➢ Effective resources, programmes and professional development that demonstrate proven improved educational outcomes will be identified, purchased/implemented as budgets allow.
➢ Assessment tools to be used to measure progress and achievement across the Kāhui Ako in the area of learning qualities will be finalised.	➢ There will be consistency of assessment tools and their use across the Kāhui Ako to measure progress as part of the achievement challenge – Character and Citizenship.
➢ Identify, share and implement strategies that work to improve the cultural competencies and cultural responsiveness across the Kāhui Ako.	➢ Effective strategies are identified, shared and implemented as applicable.
RESPONSIBLE: To be identified when appointments are made.	

Developing Learning Qualities in our learners enables them to:
  ➢ Work with diverse others and ideas, in rapidly changing social conditions
  ➢ Develop critical, self-managing, systems thinking
  ➢ Work together to make a difference
  ➢ Use a variety of communication methods
  ➢ Use knowledge to carry out meaningful tasks
  ➢ Be able to use multiple literacies
  ➢ Develop confidence, competency, and communication skills
  ➢ Grow healthy in mind, body and spirit
  ➢ Be secure in their sense of belonging and in the knowledge that they make a valued contribution to society. (Te Whariki, 2017)

LEARNING QUALITITES MEASUREMENT TOOL

Citizenship (Participating and Contributing)

Students think like global citizens, considering global issues based on deep understanding of diverse values and worldviews. They have a genuine interest in and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.

Area	Limited - Task orientated	Emerging - With guidance	Developing - Understand	Accelerating - Becoming skilled	Proficient - Highly skilled
Global perspective	Holds a local (me) perspective	Explores global world issues as a developing interest	Shows interest in actively engaging in real world	Thinks to take action Individually or collectively	Actively makes a difference. Is a global citizen
Care for others and the planet	Has difficulty understanding different perspectives	Is aware of own identity and of differences in other cultures	Has a sense of individual and cultural identity. Shows respect for other world views	As an individual shows concern for the planet and its people	Works collectively to care for the planet and its people
Understanding environmental values	Has little awareness of environmental issues	Recognises how actions impact the environment at local level	Appreciates role of environment in world survival	Begins to take action around environmental issues	Actively participates in actions that support environmental values and supports positive change in others
Understanding cultural views and diversity	Has little understanding of cultural views and diversity	Begins to understand cultural views and diversity	Is open minded and seeks information about other cultures and worldviews	Values diversity and shows understanding of cultural views	Actively promotes a respect for diversity and models an inclusive worldview
Sustainability, environmentally friendly, open ended problems	Is not comfortable dealing with real world problems	With guidance can design solutions to real world problems	Can confront the ambiguity of real world challenges	Becomes skilled at environmentally sustainable solutions	Has acute environmental awareness. Enacts positive change.
Real world problems	Prefers framed and structured tasks	With help tackles real world challenges	Tackles open ended real world challenges	Initiates work on real world challenges	Initiates work on real world problems. Creates own perspective
Ethics	Does not demonstrate awareness of ethical values	With guidance, can recognise ethical issues and begins to hold simple opinions on ethical issues	Can appreciate the complexity of ethical issues	Becoming skilled at making ethical decisions on complex issues	Makes ethical decisions and models ethical behaviour

Character (Managing Self)

Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance and resilience; and the ability to make learning an integral part of living.

Area	Limited - Task orientated	Emerging - With guidance	Developing - Understand	Accelerating - Becoming skilled	Proficient - Highly skilled
Learning to deep learn	Relies on teachers. Needs significant guidance	With guidance, can identify own interests, skills and knowledge base. Works with teacher to choose learning path. Sees errors and feedback as opportunities to learn	Can identify own interests, skills and knowledge base. Requires minimal guidance to choose learning paths. Welcomes feedback	Is skilled at identifying what needs to be learned. Is a reflective practitioner. Shows adaptability and creativity	Is highly skilled at finding and creating own learning opportunities. Produces worthwhile solutions and actively seeks and incorporates feedback
Grit, tenacity, perseverance and resilience	Can become discouraged when faced with challenges, problems, feedback. Struggles to meet challenges	Copes with tasks given significant support. Loses momentum unless supported. Starts to show some grit and resilience	Deals with moderate challenges. Seeks breakthroughs to moderate challenges. Shows some tenacity in approach to deep learning tasks.	Reflects on challenges. Perseveres to complete deep learning tasks. Shows determination to find breakthroughs. Understands and can articulate need for these qualities	Works through significant challenges and setbacks. Shows ingenuity in finding breakthroughs. Understands how these qualities create meaningful change
Self-regulation and responsibility for own learning	Still looks for direction and structure. Expects to be given help. Looks to teacher for guidance	Needs significant guidance. Is building skills: can use what, how, when, who approach	Increasingly takes responsibility. Needs occasional support for approach, progress, reflection and quality	Shows strong capabilities. Generally self-regulates and takes responsibility. Thinks effectively. Takes ownership of learning	Is highly capable. Proactively takes full responsibility for self-regulation of learning integral to life

RATIONALE - WELL-BEING

By responding holistically to all aspects of student needs, including their physical, social, emotional, academic and spiritual (ERO Well-being for Success), children's sense of wellness and resilience and understanding their own mana atuatanga – uniqueness and spiritual connectedness (Te Whaariki).

CHALLENGE 3	*We want to create an environment in every school that fosters well-being so that students feel safe and engage in help seeking behaviour.*

ACTIONS:	OUTPUTS:
• Identify the range of practices and programmes that contribute to wellbeing throughout the Kāhui Ako and the wider Whangarei Hub	• A survey based on the NZCER wellbeing tool will be developed for use across the Kāhui Ako to give us baseline data to highlight the current needs of our community, and to track and monitor progress of the above challenge.
• Obtain voice – students, teachers, support staff, leaders, parents and whanau, iwi (as applicable)	• Voice obtained where appropriate and Stakeholders involved and informed
• Identify and connect with external agencies about learner wellbeing.	• Relationships established with external agencies that support learner well-being
• Identify and support expert teachers across the CoL in relation to identified good practice for the across school and within school roles	• Expert teachers for the across school and within school roles are identified, appointed, coached and mentored
• Identify ways to share and sustain good Practice	• Ways to share and sustain good practice identified and implemented
• Investigate and source effective resources, programmes and personnel to improve wellbeing – resilience self-regulation, growth mind-set, physical health, cultural identity, friendships, empowerment.	• Resources, programmes and personnel to improve well-being are identified, purchased/implemented as applicable
• Investigate, and develop if necessary, a consistent wellbeing measuring tool	• A consistent measuring tool is used across the schools in the Kahui Ako as applicable to demonstrate improvement in well-being.

RESPONSIBLE	To be worked on with the Whangarei Hub - Nga Kura mo te ako o Whangarei

Durie, M. (1994).

TAHA HINENGARO *Mental health*
Inseparability of mind and body; expressing thoughts and feelings.

TAHA WHĀNAU *Extended family health*
Wider social systems; belonging, sharing and caring.

TAHA TINANA *Physical health*
Good physical health.

TAHA WAIRUA *Spiritual health*
Unseen and unspoken energies; faith and spiritual awareness.

WELL-BEING MEASUREMENT TOOLS/EVIDENCE

ECE	1. Te Whariki Principles, Strands and Learning Outcomes 2. Inclusive Practice Tools 3. A wide range of assessment tools 4. Work in partnership with whanau. 5. Student demographics – attendance, engagement 6. Collection of voice
YEARS 1-6	1. Agreed Kāhui Ako - wide Wellbeing Survey (maybe NZCER version) 2. In-school wellbeing survey of students 3. Inclusive Practice Tools 4. Work in partnership with whanau. 5. Student demographics – attendance, engagement, lateness, suspension and behaviour data over time 6. Collection of voice
YEARS 7-8	1. Agreed Kāhui Ako - wide Wellbeing Survey (maybe NZCER version) 2. In-school wellbeing survey of students 3. Inclusive Practice Tools 4. Work in partnership with whanau. 5. Student demographics – attendance, engagement, lateness, suspension and behaviour data over time 6. Collection of voice
YEARS 9-10	1. Agreed Kāhui Ako - wide Wellbeing Survey 2. Inclusive Practice Tools 3. Work in partnership with whanau. 4. In-school wellbeing survey of students 5. Student demographics – attendance, engagement, lateness, suspension and behaviour data over time 6. Collection of voice
YEARS 11-13	1. Agreed Kāhui Ako - wide Wellbeing Survey 2. In-school wellbeing survey of students 3. Inclusive Practice Tools 4. Work in partnership with whanau. 5. Student demographics – attendance, engagement, lateness, suspension and behaviour data over time 6. Collection of voice
ORS	1. Inclusive Practice Tools 2. Student demographics – attendance, engagement 3. Work in partnership with whanau. 4. Collection of voice

BASE LINE DATA

(Roll as at end of April 2018)   (MELAA = Middle Eastern, Latin American, and African)

School	European	Māori	Pasifika	Asian	MELAA	Other	International	Total
Bream Bay College	291	195	18	15	3	3	4	529
One Tree Point School	126	87	5	15	1	2	0	236
Ruakaka School	82	140	10	5	5	0	0	242
Waipu School	166	51	4	2	2	0	0	225
All Schools	665	473	37	37	11	5	4	1232

School	(All)
Values	
European	665
Māori	473
Pasifika	37
Asian	37
MELAA	11
Other	5
International	4

All Schools:
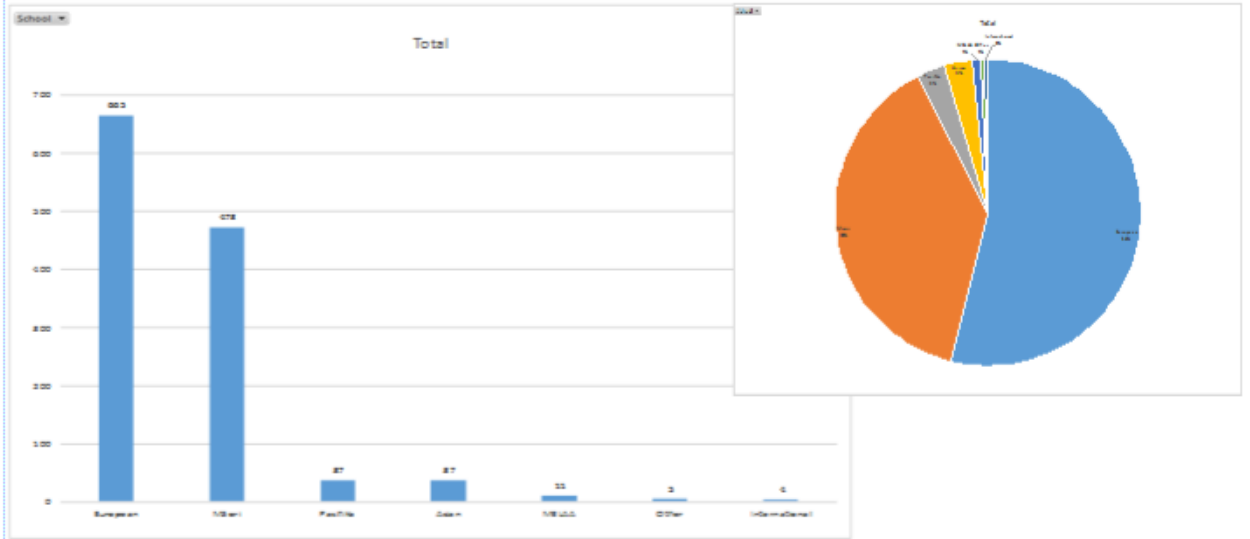
Engagement Data:

School	Year	Stand-Downs	Suspensions	Exclusions	Expulsions	Students
Bream Bay College	2012	0	1	1	0	445
Bream Bay College	2013	0	1	1	0	426
Bream Bay College	2014	0	2	2	0	448
Bream Bay College	2015	0	4	3	1	440
Bream Bay College	2016	0	1	1	0	451
One Tree Point School	2012	0	0	0	0	221
One Tree Point School	2013	0	0	0	0	250
One Tree Point School	2014	0	0	0	0	245
One Tree Point School	2015	3	0	0	0	237
One Tree Point School	2016	1	0	0	0	237
Ruakaka School	2012	5	0	0	0	148
Ruakaka School	2013	11	1	0	0	147
Ruakaka School	2014	4	1	1	0	171
Ruakaka School	2015	2	1	1	0	175
Ruakaka School	2016	2	0	0	0	207
Waipu School	2012	0	0	0	0	211
Waipu School	2013	0	0	0	0	231
Waipu School	2014	0	0	0	0	223
Waipu School	2015	2	0	0	0	221
Waipu School	2016	0	0	0	0	224

Transient Students per 1,000:

All Schools:

School	Year	Transient Students	Total Students
Bream Bay College	2012	8	441
Bream Bay College	2013	7	426
Bream Bay College	2014	13	444
Bream Bay College	2015	9	438
Bream Bay College	2016	12	451
One Tree Point School	2012	7	219
One Tree Point School	2013	5	250
One Tree Point School	2014	4	245
One Tree Point School	2015	3	237
One Tree Point School	2016	6	237
Ruakaka School	2012	7	148
Ruakaka School	2013	7	147
Ruakaka School	2014	19	170
Ruakaka School	2015	5	176
Ruakaka School	2016	10	207
Waipu School	2012	7	208
Waipu School	2013	6	228
Waipu School	2014	5	222
Waipu School	2015	8	221
Waipu School	2016	4	224

Row Labels	Transients per 1,000 Students
2012	28.5
2013	23.8
2014	37.9
2015	23.3
2016	28.6
Grand Total	28.5

School ▼

Transients per 1,000 Students
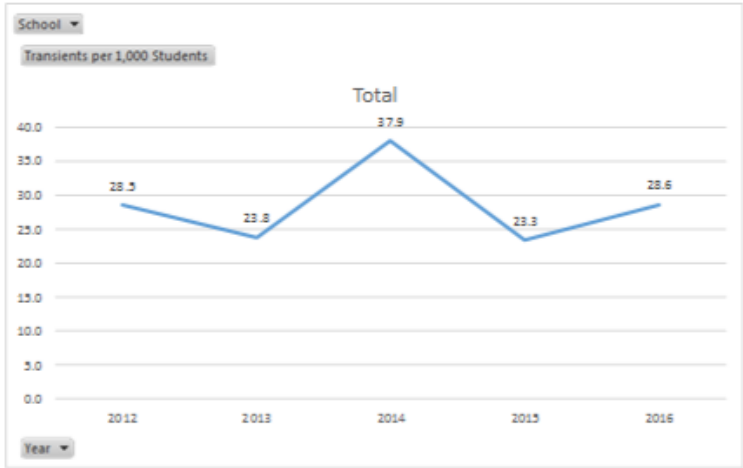
Year ▼

Attendance:

All Schools:

Regular attendance = 90%+

School	Year	Attending Regularly	Total Students
Bream Bay College	2013		
Bream Bay College	2014	275	444
Bream Bay College	2015		
Bream Bay College	2016		
Bream Bay College	2017		
One Tree Point School	2013	159	253
One Tree Point School	2014	176	243
One Tree Point School	2015	172	239
One Tree Point School	2016	159	238
One Tree Point School	2017	154	255
Ruakaka School	2013	114	148
Ruakaka School	2014	122	176
Ruakaka School	2015	129	177
Ruakaka School	2016	128	201
Ruakaka School	2017	129	237
Waipu School	2013	159	230
Waipu School	2014	149	229
Waipu School	2015	169	225
Waipu School	2016	133	227
Waipu School	2017	144	243

Row Labels	Regular Attendance %
2013	68%
2014	66%
2015	73%
2016	63%
2017	58%
Grand Total	66%

School ▼

Regular Attendance %

Year ▼
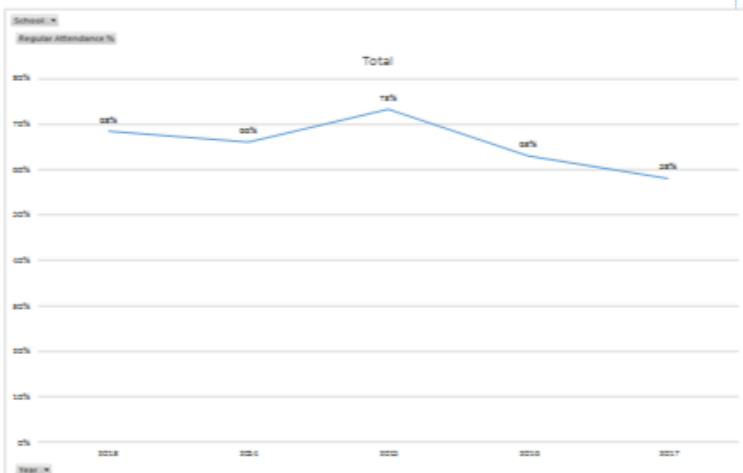
Bream Bay College Attendance

2017

Attendance	84.1	86	90+	DPs / Deans will ensure that all attendance issues are followed up and sorted	EOY and EOT		Term 1	Term 2	Term 3	Term 4	Year
						Overall	87.5	86.6	87.2	86.4	85.7
						Boys	88.2	87.1	88.2	87.5	86.7
						Girls	86.7	86.1	86.5	85.4	84.7
						Year 7	92.4	89.9	89.8	90.4	90.1
						Year 8	90.8	90.2	90.7	85.9	86.7
				The target will be monitored 4 weekly and reported termly		Year 9	85.4	86.3	84.0	85.2	85.8
						Year 10	86.2	87.9	85.8	85.1	84.0
						Year 11	86.1	84.8	87.1	86.1	85.1
						Year 12	85.0	83.5	86.2	83.2	83.5
						Year 13	80.4	74.2	82.4	88.9	76.3

A Learning Partnership approach will be taken with parents

It may be better to look at the number of students with an attendance statistic rather than the average in 2018.

Eg 7=100%, 94>95%, 273> 90%, 375>85%, 428>80% and 493>70%

A stripe incentive for attendance will be created and awarded termly

All attendance concerns and consecutive absences at level 2 were followed up by phone call and at level 3 with face to face meetings.

Each House has recognized good and consistent attendance at whanau time, house meetings and assemblies. Certificates for attendance have been reinstated and stripes added for students with 90% or more attendance per term. Goal setting was a focus for families/whanau that were identified

Attendance tracking by our newly employed attendance officer HitK is positive and ongoing. Recidivist late to school students are followed up on and numbers are decreasing. The Deans/DPs are making contact with parents of recidivists. Texting for attendance was made live at the end of 2017.

National Standards:

Bream Bay College \ One Tree Point School:

School	Subject	Year	Well Below	Below	At	Above	Well Below or Below	At or Above	Total
Bream Bay College	Mathematics	2012	3	49	60	35	52	95	147
Bream Bay College	Mathematics	2013	3	57	59	24	60	83	143
Bream Bay College	Mathematics	2014	7	43	56	33	50	89	139
Bream Bay College	Mathematics	2015	5	39	64	33	44	97	141
Bream Bay College	Mathematics	2016	3	42	67	39	45	106	151
Bream Bay College	Reading	2012	4	23	49	71	27	120	147
Bream Bay College	Reading	2013	3	41	54	46	44	100	144
Bream Bay College	Reading	2014	10	29	56	44	39	100	139
Bream Bay College	Reading	2015	9	32	55	45	41	100	141
Bream Bay College	Reading	2016	4	23	70	53	27	123	150
Bream Bay College	Writing	2012	3	47	58	39	50	97	147
Bream Bay College	Writing	2013	2	56	50	36	58	86	144
Bream Bay College	Writing	2014	6	46	69	18	52	87	139
Bream Bay College	Writing	2015	10	40	55	36	50	91	141
Bream Bay College	Writing	2016	5	47	67	32	52	99	151
One Tree Point School	Mathematics	2012	0	41	101	33	41	134	175
One Tree Point School	Mathematics	2013	9	60	127	41	69	168	237
One Tree Point School	Mathematics	2014	7	60	120	43	67	163	230
One Tree Point School	Mathematics	2015	11	54	106	49	65	155	220
One Tree Point School	Mathematics	2016	4	41	120	60	45	180	225
One Tree Point School	Reading	2012	8	49	58	60	57	118	175
One Tree Point School	Reading	2013	16	55	68	98	71	166	237
One Tree Point School	Reading	2014	11	53	93	73	64	166	230
One Tree Point School	Reading	2015	13	41	79	87	54	166	220
One Tree Point School	Reading	2016	5	60	86	74	65	160	225
One Tree Point School	Writing	2012	3	32	98	42	35	140	175
One Tree Point School	Writing	2013	6	50	120	61	56	181	237
One Tree Point School	Writing	2014	4	67	110	49	71	159	230
One Tree Point School	Writing	2015	10	46	123	41	56	164	220
One Tree Point School	Writing	2016	8	65	121	31	73	152	225

Ruakaka School \ Waipu School:

School	Subject	Year	Well Below	Below	At	Above	Well Below or Below	At or Above	Total
Ruakaka School	Mathematics	2012	6	24	71	32	30	103	133
Ruakaka School	Mathematics	2013	6	27	76	34	33	110	143
Ruakaka School	Mathematics	2014							
Ruakaka School	Mathematics	2015	16	47	76	38	63	114	177
Ruakaka School	Mathematics	2016	27	47	87	44	74	131	205
Ruakaka School	Reading	2012	5	11	39	78	16	117	133
Ruakaka School	Reading	2013	8	15	52	68	23	120	143
Ruakaka School	Reading	2014							
Ruakaka School	Reading	2015	13	27	56	81	40	137	177
Ruakaka School	Reading	2016	10	44	75	76	54	151	205
Ruakaka School	Writing	2012	6	23	57	47	29	104	133
Ruakaka School	Writing	2013	10	34	65	34	44	99	143
Ruakaka School	Writing	2014							
Ruakaka School	Writing	2015	20	46	69	42	66	111	177
Ruakaka School	Writing	2016	24	61	91	29	85	120	205
Waipu School	Mathematics	2012	3	39	77	74	42	151	193
Waipu School	Mathematics	2013	9	49	93	63	58	156	214
Waipu School	Mathematics	2014	4	49	87	72	53	159	212
Waipu School	Mathematics	2015	8	38	87	80	46	167	213
Waipu School	Mathematics	2016	7	25	114	59	32	173	205
Waipu School	Reading	2012	5	18	51	119	23	170	193
Waipu School	Reading	2013	9	33	53	119	42	172	214
Waipu School	Reading	2014	2	22	62	126	24	188	212
Waipu School	Reading	2015	3	17	61	132	20	193	213
Waipu School	Reading	2016	2	18	58	127	20	185	205
Waipu School	Writing	2012	6	26	86	75	32	161	193
Waipu School	Writing	2013	7	47	92	68	54	160	214
Waipu School	Writing	2014	2	33	142	35	35	177	212
Waipu School	Writing	2015	5	21	149	38	26	187	213
Waipu School	Writing	2016	3	30	139	33	33	172	205

All Schools:

Row Labels	At %	Above %	At or Above %
2012	48%	27%	75%
2013	48%	22%	70%
2014	45%	25%	71%
2015	44%	27%	71%
2016	49%	26%	75%
Grand Total	47%	25%	72%
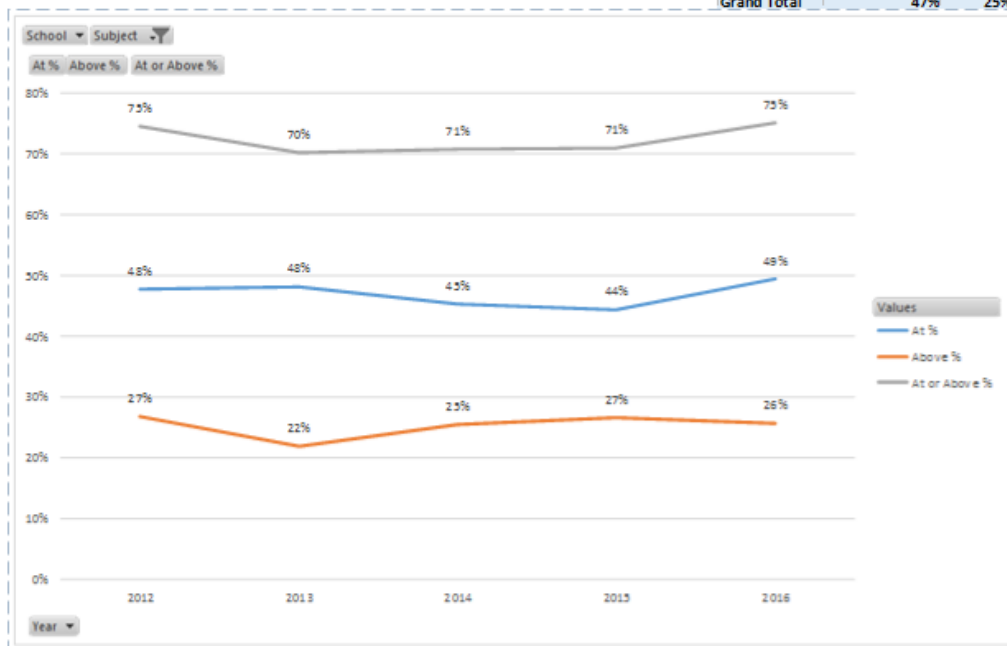
All Schools:

Row Labels	At %	Above %	At or Above %
2012	30%	51%	81%
2013	31%	45%	76%
2014	36%	42%	78%
2015	33%	46%	79%
2016	37%	42%	79%
Grand Total	34%	45%	79%
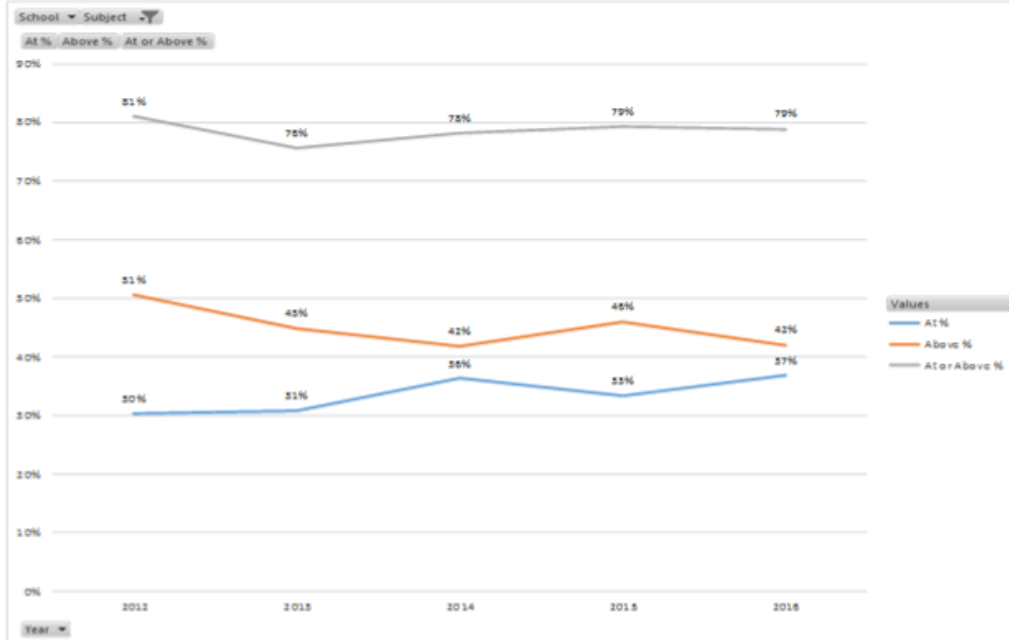
National Standards Writing:

All Schools:

Row Labels	At %	Above %	At or Above %
2012	46%	31%	77%
2013	44%	27%	71%
2014	55%	18%	73%
2015	53%	21%	74%
2016	53%	16%	69%
Grand Total	50%	22%	73%
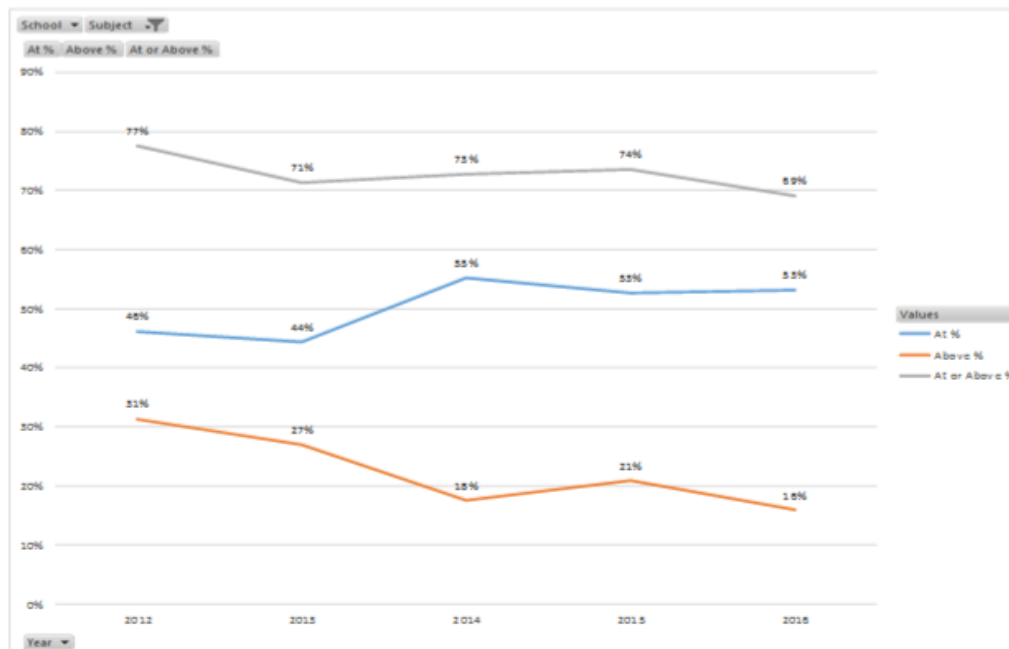
Bream Bay College:

School	Year	Highest Attainment	No. of Students
Bream Bay College	2012	Below Level 1	4
Bream Bay College	2013	Below Level 1	5
Bream Bay College	2014	Below Level 1	6
Bream Bay College	2015	Below Level 1	5
Bream Bay College	2016	Below Level 1	8
Bream Bay College	2012	Level 1	12
Bream Bay College	2013	Level 1	9
Bream Bay College	2014	Level 1	5
Bream Bay College	2015	Level 1	10
Bream Bay College	2016	Level 1	8
Bream Bay College	2012	Level 2	28
Bream Bay College	2013	Level 2	16
Bream Bay College	2014	Level 2	27
Bream Bay College	2015	Level 2	22
Bream Bay College	2016	Level 2	17
Bream Bay College	2012	Level 3	
Bream Bay College	2013	Level 3	
Bream Bay College	2014	Level 3	4
Bream Bay College	2015	Level 3	6
Bream Bay College	2016	Level 3	7
Bream Bay College	2012	University Entrance	19
Bream Bay College	2013	University Entrance	22
Bream Bay College	2014	University Entrance	22
Bream Bay College	2015	University Entrance	26
Bream Bay College	2016	University Entrance	20

Destinations:

Bream Bay College

School	Highest Attainment	Year	Not Enrolled in Tertiary	Enrolled L1-L3	Enrolled Non-Degree L4-L7	Enrolled Degree L7 or Above
Bream Bay College	Below Level 1	2012	6	2		
Bream Bay College	Below Level 1	2013	3	1		
Bream Bay College	Below Level 1	2014	3	2		
Bream Bay College	Below Level 1	2015	3	2	1	
Bream Bay College	Below Level 1	2016	3	2		
Bream Bay College	Level 1	2012	3	4		
Bream Bay College	Level 1	2013	7	3	2	
Bream Bay College	Level 1	2014	5	2	2	
Bream Bay College	Level 1	2015	2	3		
Bream Bay College	Level 1	2016	7	2	1	
Bream Bay College	Level 2	2012	5	3	5	1
Bream Bay College	Level 2	2013	15	4	7	2
Bream Bay College	Level 2	2014	7	6	3	
Bream Bay College	Level 2	2015	15	9	3	
Bream Bay College	Level 2	2016	11	6	4	1
Bream Bay College	Level 3 or Above	2012	3	2	4	
Bream Bay College	Level 3 or Above	2013				
Bream Bay College	Level 3 or Above	2014				
Bream Bay College	Level 3 or Above	2015	2	1	1	
Bream Bay College	Level 3 or Above	2016	3	1	2	
Bream Bay College	University Entrance	2012	3	2	4	13
Bream Bay College	University Entrance	2013	3	1	2	13
Bream Bay College	University Entrance	2014	6		2	14
Bream Bay College	University Entrance	2015	4	2	1	15
Bream Bay College	University Entrance	2016	4	2	1	19

BREAM BAY KINDERGARTEN WELL BEING SURVEY RESULTS

Question		Yes	No	Sometimes	Yes	No	Sometimes
1	Do you like coming to Bream Bay Kindergarten?	44	1		97.78%	2.22%	0.00%
2	Are you happy at Bream Bay Kindergarten?	43	2		95.56%	4.44%	0.00%
3	Do you feel safe at Bream Bay Kindergarten?	42	3		93.33%	6.67%	0.00%
4	Do your teachers care about you at Bream Bay Kindergarten?	36	7	2	80.00%	15.56%	4.44%
5	Do you have friends at Bream Bay Kindergarten?	43	2		95.56%	4.44%	0.00%
6	Do you know how to be healthy?	43	2		95.56%	4.44%	0.00%
7	Can you do things for yourself?	44	1		97.78%	2.22%	0.00%
8	Are you a good learner?	44	1		97.78%	2.22%	0.00%
9	Do you like yourself?	43	1	1	95.56%	2.22%	2.22%

KIDS 1ST WELL BEING SURVEY RESULTS

TOTAL CHILDREN SURVEYED = 44	TOTAL CHN. SURVEYED	YES	%	NO	%	SOMETIMES	%
Do you like coming to Kids 1st?	44	43	98%	0	0.00%	1	2%
Are you happy at Kids 1st?	44	42	95%	1	2.27%	1	2%
Do you feel safe at Kids 1st?	44	38	86%	1	2.27%	5	11%
Do your teachers care about you at Kids 1st?	44	44	100%	0	0.00%	0	0%
Do you have friends at Kids 1st?	44	44	100%	0	0.00%	0	0%
Do you know how to be healthy?	44	44	100%	0	0.00%	0	0%
How do you be healthy?	44	N/A	N/A	N/A	N/A	N/A	N/A
Can you do things for yourself?	44	44	100%	0	0.00%	0	0%
What can you do?	44	N/A	N/A	N/A	N/A	N/A	N/A
Are you a good learner?	44	44	100%	0	0.00%	0	0%
Do you like yourself?	44	44	100%	0	0.00%	0	0%

WELL-BEING SURVEY REQUESTED BY NGĀ KURA MO TE AKO O WHANGAREI – THE HUB

Possible areas to focus on from the Hub	Ruakaka	BBC	OTP	Waipu
Disproportionate suicide rates	Not an issue for us as far as I know.	We suffer effects of other areas, our students would like some appropriate discussions. There have been a number of parental suicides	Not a widespread issue as far as I know. Although we have at least one family directly affected.	Not an issue as far as I know though it affects us in Whagarei/Northland hugely and is a major issue elsewhere. There are great supports for suicide and it needs to be proactively addressed but, for us in this area, not possibly as urgent as others?
High levels of anxiety	Definitely.	A world wide growing problem	Definitely - huge	Definitely
Absenteeism / attendance	On-going back we constantly track this.		On-going tracking – not a big issue.	We track this and it has a major impact on learning but is not a major issue for us here
Transience	What can we do about this? Parents create this problem I believe.		Not a huge issue	Again, has an impact on student wellbeing and learning but is not an issue here so much
Support for meeting basic needs (breakfast club…)	We run breakfast club, make children lunches regularly and are a Kids Can School.	We run breakfast club, tuck shop vouchers and giveaway bars	We provide breakfast and lunch on an as needed basis. We have access to Kids Can food for this.	We have lunches available and individual teachers support students in their class. We do not have a breakfast club at school or run a tuck shop

Students being raised by grandparents (struggle)	We have a number of these too.	We have a number of these. Most are fine, one or two are high needs	We have a number of these, seems to becoming more common.	We have some but generally not an issue – would put this with the family stuff below
He Oranga Tamariki	Who?? Totally agree Wayne.	Who??? That says it all	We have made a few referrals since I've been here but generally not much result or support.	CYFs - yep we have some contact. I am pretty proactive and vocal with CYFs. This can have a massive impact on students depending on who their social workers are or the issues around them/being uplifted or not and in clear custody or being moved around. Not so much an issue here but huge in Whangarei
High numbers of students being raised by solo parents / blended families	I am not so keen on this as it seems the only family scenario not mentioned is child living with mum and dad. My experience is that has as much if not more impact on hauora. I agree Karen, in many circumstances children are better off living with a solo parent rather than in a violent/ argumentative etc etc environment. Would "family dynamics" be better wording. It would include custody arrangements, parenting etc	Not an issue as such, just day to day business	I agree with Ruakaka – it's not about the make up of the family it's about the quality of care.	Agree with Ruakaka – can't answer this question, it is almost offensive depending on how it is read – rephrasing the question would be good. There are always impacts from family dynamics but this is not just because there is a solo parent or blended family, messed up nuclear families suffer equally

Numbers of priority learners (RTLB data)	I believe often the priority learners are our trauma kids – or foetal alcohol, 'P' babies. A real social issue.	Increasing year by year, not sure about it as a wellbeing issue	I take it that priority learners in this instance means RTLB referrals – for us this is a huge issue.	Priority learners – depends on why. This is a wellbeing issue usually (kids will if they can – so if they don't, why can't they?) Agree with Ruakaka is a social issue. Again, as yet we are not so affected at Waipu but numbers are increasing
Behavioural data (bullying / stand-downs and suspensions…)	No stand downs or suspensions this year.	0 stand downs, 1 suspension	3 stand downs this year –all individual situations, however, I don't believe this should be a focus for the kahui ako.	Not an issue currently – none this year
Poverty – (access to transport / medical services /housing	Housing shortage is becoming a real issue in Ruakaka as rental prices go up and there is a real shortage of supply.	We have a Dr in school once a week plus health nurses. Not too much of an issue	Same as others in Bream Bay	Affordable housing shortage here in Waipu. Poverty is always an issue and can have a real impact on the wellbeing of kids from physical, emotional, mental and social angles. Poverty is possibly not such a huge issue here as in some areas though it is definitely here
At risk registers	We have an 'at risk' register that is about 3 pages long – it includes all of our priority learners, plus those with health needs etc.	??	We have a learning support register, which includes all additional learning needs including 'at risk'.	Have not yet seen an at risk register (is this created by the school?) but I do know that one would be useful
Retention data	We haven't done this.	Being sorted for the new NCEA stats	No we haven't done this – probably should though.	We haven't done this either
MSD data	Ministry of Social development????	???	no	Not seen any??

Increased number of students classified as priority learners	Definitely!	We individualise for all students. Add extras for priority	Definitely!	See above for comment about priority learners
Impact of technology (computer time) / social media	For some of our children this is a real issue – they spend hours using technology and some of the games they are playing are definitely influencing their behaviour.	Just core business	Not an issue at school although there is some flow-on from home to school with influence on games and behaviour.	As Ruakaka, for some it is a real issue, for others not at all. The games they do play can be questionnable and the hours they spend late at night cause tiredness and lack of focus at school. Others use technology responsibly
Crime rates / drugs …???	An issue with some of our parents for sure. Really affects some children - parents in jail, 'P' being used in the house.	Drugs = Rubicon. Crime rates - not sure what is being referred to here	Same as others in Bream Bay (I don't know what Rubicon is ☺)	Don't have students on Rubicon here but there are parents that are affected by this, particularly from parents/families that have moved in to the area from Auckland or other.
Managing the severe behaviour	Definitely need more resource.	MoE more resource, we have the how under control	Definitely an issue with resourcing.	More resources please
Wait time for support and pressure to get required help	Yes	Agree that the wait time is long	What support? IRF is OK to access, but there appears to be no real support available at all. Te Roopu Kimiora are overloaded, RTLB have closed referrals…	Wait time is too long and access to the right people is hard – we can get some IRF funding
Access to health services	If this refers to Te Rupu Kimiora – this is a real issue.	????	Public Health Nurse is really effective for us and will co-ordinate with G.P. when asked.	Some are more available than others, lots of services are very, very stretched

Ongoing effects of institutionalised racism	We do not see or hear this happening	We are a culturally located school	I don't think this is an issue –we have focused on building cultural responsiveness.	Not amongst the students as far as I can tell (though we are surveying this now) but there is some fear/resistance amongst some of the staff
Sense of identity, purpose and hope	I believe we could do more work on this – every child should know more about where they are from – not just our Maori children, setting goals and acknowledgement of this very important.	???	I think this is really important – difficult to measure though.	More work needed – Hauora, values work, for all cultures and most of all a sense that they are unique, individual and that they matter and count
Relationship issues	This is very important – but depends on the context here.	???	Social skills are becoming more of an issue – the ability to form and manage friendships.	If this is to do with romantic relationships between kids then no BUT if this about relationships it is one of the most important aspects of teaching – know me before you teach me, kids will if they can (so why can't you – how well do I know you). Relationship difficulty kid to kid at all ages can be fraught and needs time and patience and skill to be able to negotiate so, yes, this has an impact on hauora
Illness and disability	Constant illness this year. Several children with disabilities.	???	Lots of winter illness this year – some children with physical needs but not a problem.	Causes absence which has an impact – not overly at WPS

Aroha, sense of belonging	Something that needs to be constantly fostered by us all I believe	Core business	Yep core values.	Completely – this goes with the relationship question – without this there is no safety and so no learning – yep core business. We need to work on building consistent positive relationships ALL the time with ALL students
Diet	Still many overweight children, we are a health promoting school - but still have some children with very poor lunches and lack of food.	Health curriculum	Health Promoting School/curriculum. Difficult to influence at school –we don't provide food for majority of children – their lunches are provided from home. We can educate but can't direct. Some of our children do have poor lunches but that is personal depending on parental circumstances.	Not really an issue here I don't think
Access to health services	Not an issue for us.	We are okay	Not an issue	Not an issue for us so far

BREAM BAY COLLEGE YEAR 13 STEM, LEVEL 3 DATA

Year 13 Science, Technology, Engineering, and Mathematics (STEM) Level 3 Subject Achievement for Bream Bay College

Generated 08-Feb-2018

Ethnicity	Number and percentage of year 13 students who gained one or more STEM subjects				Number and percentage of year 13 students who gained two or more STEM subjects				Number and percentage of year 13 students who gained three or more STEM subjects			
	2014	2015	2016	2017*	2014	2015	2016	2017*	2014	2015	2016	2017*
NZ Māori ᵃ	6 66.7%	8 53.3%	4 25.0%	5 27.8%	2 22.2%	4 26.7%	0 0.0%	2 11.1%	1 11.1%	1 6.7%	0 0.0%	0 0.0%
NZ Māori and Pasifika Peoples ᵇ	1 50.0%	0 0.0%	1 50.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Pasifika Peoples ᶜ	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
New Zealand European, Asian, etc. ᵈ	16 55.2%	22 62.9%	15 60.0%	11 44.0%	7 24.1%	10 28.6%	7 28.0%	5 20.0%	4 13.8%	6 17.1%	4 16.0%	3 12.0%

Who is included?
All year 13 students who have active NZQA entries for at least one NCEA standard at any level.
International fee-paying students are excluded from this report.

Who is counted as gaining STEM subjects?
Students who achieve 14 or more credits in any of the following UE approved subjects: Biology, Chemistry, Calculus, Digital Technologies (domain *Digital Technologies* only), Mathematics / Pāngarau, Physics, Science / Pūtaiao (domains *Biology, Chemistry, Physics,* and *Pūtaiao* only), Statistics, Technology / Hangarau (domains *GenericTechnology* and *Hangarau* only).
Students who gained two STEM subjects are included in both the "gained one or more" and "gained two or more" sections. Those who gained three or more STEM subjects are included in all three sections of the report.

How is ethnicity categorised?
For this report, each student will only appear in one ethnic category. If any of the four possible categories contains no students, then that category is not displayed on this report.

ᵃ NZ Māori: Students who have NZ Māori ethnicity and no Pasifika ethnicity
ᵇ NZ Māori and Pasifika Peoples: Students who have both NZ Māori ethnicity and Pasifika ethnicity
ᶜ Pasifika Peoples: Students who have Pasifika ethnicity and no NZ Māori ethnicity
ᵈ New Zealand European, Asian, etc: All students who do not have NZ Māori ethnicity or Pasifika ethnicity

* 2017 data is currently based on provisional data as at 14 January, 2018.