

Reporoa Community of Learning

Responsive, Equitable, Powerful

Whakataukī

He waka eke noa

We are all in this together

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1. OVERARCHING COMMUNITY OF LEARNING GOAL

By the end of 2020, 85% of students across the Reporoa Community of Learning will be performing academically at or above their expected level, with all students making annual gains beyond maturation.

2. OUR COMMUNITY

We are a rural community with a network of small learning institutions. Our Community of Learning is composed of representation from across the learning ages from 2 – 18 including Pre-school Kindergarten and Playcentre, Kohanga Reo, Primary Schools from Year 1-6 and 1-8 and the local High School from Years 7 – 13. From our inception, the Community of Learning has had a close working involvement from the Empowered Learning Trust and Iwi, Ngati Tahu – Ngati Whaoa. This is an example of the importance of building powerful community connections in progressing learning and achievement across the district.

The schools across the Reporoa Valley and surrounding district have a well-established history of working closely together. In 2014-15, school leaders and students, were working collaboratively with Whānau and our local iwi Kaumatua, through the Learning Change Network and beyond. Additionally, the area has benefited from joint professional learning workshops for teachers. There has been a strong Reporoa Principal's Association and this continues to meet alongside the Community of Learning. Annually, schools engage in joint sporting and academic competition with the Cultural Festival, a highlight of the calendar.

Each of the members of the Community of Learning are committed to building on the cultural heritage of the Reporoa Valley and surrounding area so that whilst all our children experience success and have pride in their cultural identity, children who identify as Māori can experience success as Māori.

The Community of Learning recognises the importance of building teacher capability in knowing and understanding the Mana Whenua literacies of the people, the developing use of Te Reo Māori and appreciation as well as application of their Tikanga and Kawa. We place the engagement of whānau as learning partners and first teachers of our Tamariki at the

heart of our commitment, as we work to build a closer working relationship with Ngati Tahu – Ngati Whaoa and other iwi in the areas our schools are positioned. eg Ngati Rangitahi and Ngati Whare. In our classrooms and learning experiences we seek to build and develop further a culturally responsive curriculum as being key for making a difference to the outcomes for Reporoa CoL learners.

Additionally, several of our schools within the Community of Learning are involved actively in the Ngā Pumanawa e Waru support network which provides a focus on a ‘Futures Learning’ approach.

Institution Name	Decile Rating	Roll July 2016	% Māori	% Pasifika
Broadlands School	8	116	34.5	5.2
Lake Rerewhakitū School	7	103	46.6	0
Mihi School	5	53	62.3	0
Reporoa School	4	95	49.5	3.2
Reporoa College	6	229	62.0	0.4

3. VISION STATEMENT

‘A powerful learning community where educators provide collaborative, engaging learning experiences that empower our children to be proactive agentic learners and creative thinkers, with the capacity to discover and develop their talents and achieve to the highest levels while standing tall in their own culture’.

We aim to be **RESPONSIVE** to the aspirations of our learners and their whānau. Realising those aspirations requires us to build reciprocal relationships that recognise in practice the principles of Te Tiriti o Waitangi: Partnership, Participation and Protection.

We are committed to realising **EQUITY** through deliberate acts of leadership and allocation of resources. Equity demands that we identify disparity and address it head on.

We build **POWERFUL** teaching and learning experiences in emotionally safe and challenging environments where teachers and children are all learners (Ako), working together in unity (Kotahitanga).

4. THE PROCES OF ENGAGEMENT

The formation of the Reporoa Community of Learning has grown out of the collaborative work done previously through the Reporoa Principals' Association, with iwi and with the Empowered Learning Trust. There is already a strong relationship between many the partners, of working collaboratively including previous joint professional learning opportunities such as our recent sharing of approaches to developing student agency and learning maps.

The Community of Learning is keen to widen the group to involve all sectors of the Learning Network across the valley including the Early Learning sector and community groups interested in strengthening education in the area. Our Boards of Trustees have been consulted and updated on the work of the Community of Learning and key staff members engaged in the development of this proposal. A combined meeting for all Boards is planned for Mid-2017.

A Memorandum of Understanding has been agreed which incorporates a Code of Conduct and basis for operating as an ongoing Community of Learning with the potential to embrace new members as the organisation becomes established and in response to changes in the education & learning environment across the Reporoa Area.

Boards of Trustees are engaged in incorporating the vision and challenges of the Community of Learning into their strategic planning thereby ensuring alignment and congruence between and across the members of the community.

5. THE PROCESS OF DATA ANALYSIS

During the 2014 – 2016 period several schools had been engaged in sharing achievement data to inform priorities within the Learning Change Network and prior to this and since through transition processes between the college and its family of schools. Since engagement more widely of schools and learning organisations across the area, the potential opportunities offered by sharing data are emerging.

There is a commitment to high levels of trust between the partners of the Community of Learning and with the support of Officers of the Ministry of Education, the group now has strong emergent numerical assessment data that is informing identified challenges.

Additionally, there is a commitment to ensuring evidence is drawn from Multiple Measures of Data including the following sources:

- National Standards incorporating Overall Teacher Judgements
- A Range of Standardized Summative Assessments
- School Based Assessments
- Formative Assessments
- Running Records & Longitudinal Data Tracking of both individuals and cohorts of students
- NCEA
- Demographic Data

- Attendance Data
- Student Engagement data
- Perception Data and Attitudinal Survey data
- Student Voice

6. DATA EVIDENCE

The Data Evidence shared indicates consistently though not exclusively two high priority achievement challenges across the Community of Learning. There is real disparity between Māori and Non-Māori student achievement which is evident through the years of education, across all the schools and between classes within schools, to a greater or lesser degree. This disparity is magnified when the additional dimension of gender is imposed.

It is important however when drawing conclusions from collated group and community data, to acknowledge that every child must be recognised as an individual with their own personalised learning pathway and not become lost in mega-data interpretations. This is and will remain the work of individual schools, principals, teachers and whānau.

However, it is clear from even a cursory look at disaggregated data, based on ethnicity and gender that the Reporoa Community of Learning can identify the need to develop deliberate actions across the community that will contribute towards accelerating learning and achievement for Māori and Males.

Drawing on the work of Russell Bishop et al¹, we recognise that what is ‘good for Māori and works for Māori’ in our schools will work for non-Māori but what is presented as ‘good for all’ does not necessarily seem to work for Māori. As a Community of Learning we therefore embrace the importance of maintaining a strong focus on ensuring the learning needs of Māori are addressed as a priority.

¹ Bishop, R., & Berryman, M. (2006). *Culture Speaks: Cultural relationships & classroom learning*. Wellington: Huia.

Bishop, R., & Glynn, T. (1999). Researching in Māori Contexts: an interpretation of participatory consciousness. *Journal of Intercultural studies*, 20(2), 167-182.

Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2009). Te Kotahitanga: Addressing educational disparities facing Māori students in New Zealand. *Teaching and Teacher Education*, 25, 734-742. doi:10.1016/j.tate.2009.01.009

Bishop, R., Berryman, M., Wearmouth, J., Peter, M., & Clapham, S. (2011, October). A Summary of Te Kotahitanga: maintaining, replicating and sustaining change in Phase 3 and 4 schools 2007-2010. New Zealand Government.

Bishop, R., O'Sullivan, D., & Berryman, M. (2010). *Scaling Up Educational Reform: Addressing the Politics of Disparity*. Wellington: NZCER Press.

We have agreed that there are identifiable areas of achievement based on the evidence from National Standards OTJ's of 2016 alone where a difference needs to be made.

The Number of Māori Students in the National Standards Population for is 209.

The Number of Pākehā Students in the National Standards Population for is 236.

The Number of Female Students in the National Standards Population for is 214

The Number of Male Students in the National Standards Population for is 231

NATIONAL STANDARDS

7.1.1 READING/PANUI

- I. The achievement for Female Pākehā Students is 84.6% at or above the national standard and 15.4% below or well below.
- II. The achievement for Male Pākehā Students is 71.7% at or above the national standard and 28.3% below or well below.
- III. The gender disparity gap for Pākehā Students stands at 12.9% in favour of Females over Males.
- IV. The achievement for Female Māori Students is 72.6% at or above the national standard and 27.4% below or well below.
- V. The achievement for Male Māori Students is 54.5% at or above the national standard and 45.5% below or well below.
- VI. The gender disparity gap for Maori Students stands at 18.1% in favour of Females over Males.
- VII. The achievement for all Pākehā Students is 78.8% at or above the national standard and 21.2.4% below or well below.
- VIII. The achievement for all Māori Students is 61.6% at or above the national standard and 38.4% below or well below.
- IX. The disparity gap stands at 17.2 % in favour of Pakeha over Maori.
- X. The achievement for all Male Students is 61.9% at or above the national standard and 38.1% below or well below.

- XI. The achievement for all Female Students is 79.4% at or above the national standard and 20.6% below or well below.
- XII. The gender disparity gap stands at 17.5 % in favour of Females over Males.

Summary Comment

In Reading the disparity gaps of significance are:

- 1. Between Male and Female students in favour of Females
- 2. Between Māori and Pākehā Students in favour of Pākehā
- 3. The greatest disparity gap is evident for Māori Males

7.1.2 WRITING/TUHITUHI

- I. The achievement for Female Pākehā Students is 83.7% at or above the national standard and 16.3% below or well below.
- II. The achievement for Male Pākehā Students is 71.7% at or above the national standard and 28.3% below or well below.
- III. The gender disparity gap for Pākehā Students stands at 12.0% in favour of Females over Males.
- IV. The achievement for Female Māori Students is 66% at or above the national standard and 34% below or well below.
- V. The achievement for Male Māori Students is 42.4% at or above the national standard and 57.6% below or well below.
- VI. The gender disparity gap for Maori Students stands at 23.6% in favour of Females over Males.
- VII. The achievement for all Pākehā Students is 78% at or above the national standard and 22% below or well below.
- VIII. The achievement for all Māori Students is 52.6% at or above the national standard and 47.4% below or well below.
- IX. The disparity gap stands at 25.4 % in favour of Pakeha over Maori.
- X. The achievement for all Male Students is 56.7% at or above the national standard

and 43.3% below or well below.

- XI. The achievement for all Female Students is 76.2% at or above the national standard and 23.8% below or well below.
- XII. The gender disparity gap stands at 19.5 % in favour of Females over Males.

Summary Comment

In writing the disparity gaps of significance are:

1. Between Male and Female students in favour of Females
2. Between Māori and Pākehā Students in favour of Pākehā
3. The greatest disparity gap is evident for Māori Males

7.1.3 MATHS/PANGARAU

- I. The achievement for Female Pākehā Students is 81.2% at or above the national standard and 18.8% below or well below.
- II. The achievement for Male Pākehā Students is 83.6% at or above the national standard and 16.4% below or well below.
- III. The gender disparity gap for Pākehā Students stands at 2.4% in favour of Males over Females.
- IV. The achievement for Female Māori Students is 67% at or above the national standard and 23% below or well below.
- V. The achievement for Male Māori Students is 58.5% at or above the national standard and 41.5% below or well below.
- VI. The gender disparity gap for Maori Students stands at 8.5% in favour of Females over Males.
- VII. The achievement for all Pākehā Students is 82.3% at or above the national standard and 17.7% below or well below.
- VIII. The achievement for all Māori Students is 62.2% at or above the national standard and 37.8% below or well below.
- IX. The disparity gap stands at 20.1 % in favour of Pakeha over Maori.
- X. The achievement for all Male Students is 70.9% at or above the national standard and 29.1% below or well below.

- XI. The achievement for all Female Students is 75.1% at or above the national standard and 24.9% below or well below.
- XII. The gender disparity gap stands at 3.2 % in favour of Females over Males.

Summary Comment

In Mathematics, the disparity gap of greatest significance is that between Māori and Pākehā Students in favour of Pākehā. Also significant is the gap between Māori Males and Māori Females in favour of females. The greatest disparity gap is evident for Māori Males.

7.2 DATA EVIDENCE AT YEARS 9 & 10

7.2.1 Reading

Of Māori students tested at Years 9 & 10

- I. 40% of all Māori Students achieved at or above the expected National Curriculum Level and 60% below
- II. 42% of all Māori Girls achieved at or above the expected National Curriculum Level compared with 39 % of Māori Boys

Of Non-Māori students tested at Years 9 & 10

- III. 73.2% of all Non-Māori Students achieved at or above the expected National Curriculum Level and 26.8% below

7.2.2 Writing

Of Māori students tested at Years 9 & 10

- I. 46% of all Māori Students achieved at or above the expected National Curriculum Level and 44% below
- II. 63% of all Māori Girls achieved at or above the expected National Curriculum Level compared with 28% of Māori Boys

Of Non-Māori students tested at Years 9 & 10

- III. 75.6% of all Non-Māori Students achieved at or above the expected National Curriculum Level and 24.4% below

7.2.3 Mathematics

Of Māori students tested at Years 9 & 10

- I. 45% of all Māori Students achieved at or above the expected National Curriculum Level and 55% below
- II. 52.6% of all Māori Girls achieved at or above the expected National Curriculum Level compared with 33.3% of Māori Boys

Of Non-Māori students tested at Years 9 & 10

- III. 42.3% of all Non-Māori Students achieved at or above the expected National Curriculum Level and 57.7% below

Summary Comment

Whilst Māori overall are significantly underachieving when compared to the expected National Curriculum Level, this is further exaggerated for Māori Boys when compared with Māori Girls. However, Non-Māori Students are also significantly underachieving in Mathematics.

7.3.1 ROLL BASED DATA EVIDENCE AT NCEA LEVEL 1 & UE Entry

- I. 96% of all the students achieved NCEA Level 1 Literacy and 72% UE (Level 2) Literacy.
- II. For Māori students, 96% achieved NCEA Level 1 Literacy and 42% UE (Level 2) Literacy.
- III. 83% of all the students achieved NCEA Level 1 Numeracy and 96% gained UE (Level 1) Numeracy.
- IV. For Māori students, 79% achieved NCEA Level 1 Numeracy and 92% UE Numeracy
- V. 65% of all Male students achieved Level 1
- VI. 79% of all Female Students achieved Level 1
- VII. 100% of all NZ European Students achieved Level 1
- VIII. 65% of all Māori Students achieved Level 1
- IX. 55% of all Male Māori Students achieved Level 1
- X. 70% of all Female Māori Students achieved Level 1

Summary Comments

At NCEA Level 1 there is no significant disparity in either Literacy or Numeracy based on Gender or Ethnicity.

There is significant disparity between Māori and NZ European around those gaining UE Literacy. There is a significant disparity of 35% between Māori Students and NZ European students in favour of NZ European Students

There is a significant disparity of 15% between Māori Male and Female and 14% between NZ European Male and Female, both in favour of females.

Based on Achievement Data at NCEA Level 1 there are two issues of disparity:

The greater disparity is between Māori and NZ European

There is also significant disparity between Males and Females

7.3.2 ROLL BASED DATA AT NCEA LEVEL 2

- I. 68% of all Male students achieved Level 2
- II. 73% of all Female Students achieved Level 2
- III. 73% of all NZ European Students achieved Level 2
- IV. 67% of all Māori Students achieved Level 2
- V. 60% of all Male Māori Students achieved Level 2
- VI. 71% of all Female Māori Students achieved Level 2

Summary Comment

At NCEA Level II the most significant disparity is that between Māori Males and all other students including Māori Females.

7.3.3 ROLL BASED DATA AT NCEA LEVEL 3

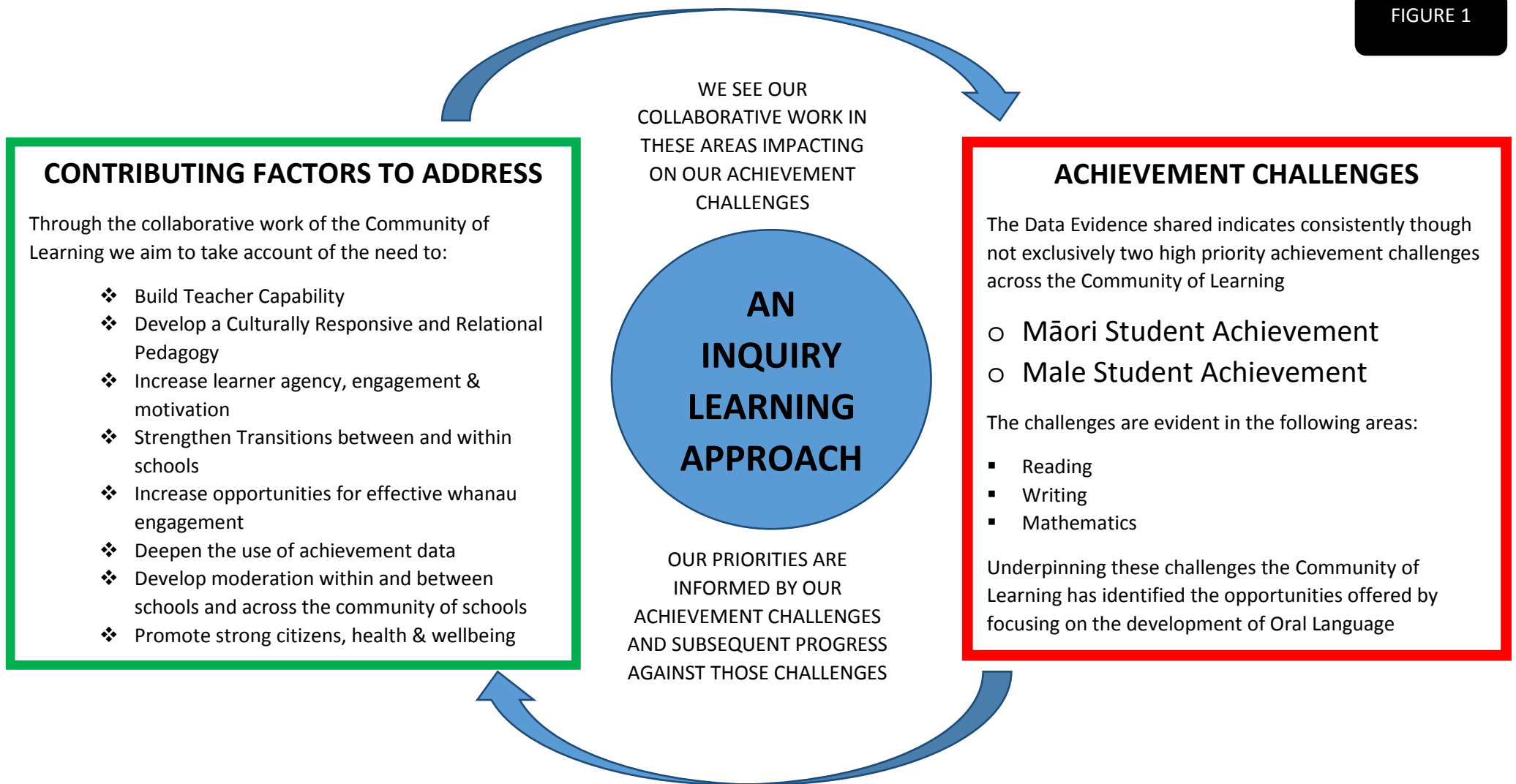
- I. 43% of all Male students achieved Level 3
- II. 83% of all Female Students achieved Level 3
- III. 82% of all NZ European Students achieved Level 3
- IV. 59% of all Māori Students achieved Level 3
- V. 0% of all Male Māori Students achieved Level 3 [Only 2 students]
- VI. 70% of all Female Māori Students achieved Level 3

Summary Comment

At NCEA Level 3 the most significant disparity is that between Māori Males and all other students including Māori Females. The disparity between Māori Females and NZ Europeans is also significant.

8 IDENTIFIED CHALLENGES & THE REPOROA COMMUNITY OF LEARNING OVERVIEW

FIGURE 1



9 ACHIEVEMENT CHALLENGES AND ASSOCIATED TARGETS

It is agreed that the Data Evidence shared indicates consistently though not exclusively two high priority achievement challenges across the Community of Learning

- Māori Student Achievement
- Male Student Achievement

The challenges are evident in the following areas:

- Reading
- Writing
- Mathematics

Underpinning these challenges the Community of Learning has identified the opportunities offered by focusing on the development of Oral Language as a precursor to developing written language. The challenges around both reading and writing continue through the years of Schooling all the way to Year 13 and NCEA Level 3. It is the professional opinion of colleagues in the secondary years Literacy outcomes at NCEA Level 1 as measured by Literacy at NCEA Level 1, cloaks the continued literacy challenges that exist and a deeper command of the language beyond 'Literacy' is required for students to be able to access Merit and Excellence Grades from NCEA Level 1 onwards.

Achievement Challenge 1: Oral Language

Achievement Goal:

Our challenge is to lift student oral language skills from ECE through to Year 13. These skills impact on students learning especially in reading, writing and literacy across all curriculum areas.

Rationale:

Oral language skills support and strengthen all learning in Early Childhood centres, school and the ongoing lifelong learning required as an adult. Every learner requires opportunities to develop essential communication and language skills in order to access the New Zealand Curriculum.

Some learners may require additional support to assist the development of their communication and oral language skills. A few learners may require specific specialist support.

Our challenge focuses on these children who require additional support and the few learners who require specialist support.

There is a need to gather consistent and reliable information across all schools and early childhood centres in order to plan the next steps.

In particular, it will be important to focus on the following classifications of students as part of this Achievement Challenge:

- In Early Childhood, Identify children who may require additional support to ensure that their transition into school is made more seamless and supports learning outcomes
- Students at school entry (Year 1 students)

- Students who are achieving one year or more below their chronological age as part of this Achievement Challenge
- Students who are ORRS verified

As a community, we need to collectively work on ways to provide provision of extra assistance, adapted programmes or learning environments, and/or specialised equipment or materials to support students with accessing the curriculum in a range of settings.

In establishing who and where these groups of students are in our community, we need to have a transition and personalised learning pathway for these students.

Of concern is the level of oral language for many students with additional learning needs, particularly boys at school entry (Year 1 students).

	Reading (at and above)			Writing (at and above)		
	2014	2015	2016	2014	2015	2016
Year1	61.0%	60.4%	50.0%	59.3%	76.9%	65.5%
Year 2	72.2%	81.0%	59.0%	74.6%	72.1%	67.7%
Year 3	84.4%	75.0%	85.2%	76.1%	72.6%	75.9%

Target:

We aim to lift the achievement of all students in the first year of literacy learning:

	Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State 2019	
	No	%	No	%	No	%	No	%
Reading	31/62	50	37/62	60	43/62	70	50/62	80
Writing	40/61	65	46/61	75	52/61	85	55/61	90

Plan of Action:

2016

Schools will explore and use the Inclusive Practice Tool to gather CoL wide data to establish the baseline picture of practice and to engage in dialogue with their students and community in order to support this diverse range of learners, particularly during the critical transition stages.

The CoL will develop a draft action plan from the collaborative analysis of this information.

2017 and Ongoing

Identified students will be assessed at school entry using the KLST tool. Ongoing assessment will be provided by PACT and determining each student and their individual levels on the Learning Progressions Framework on the NZ Curriculum.

Additional information may be required following the outcomes of these assessments and as determined by the Learning Support Update.

Principals will identify what is required to support up skilling for teachers in areas identified and collaborate with PLD providers eg MOE.

Relationships with EC providers will be strengthened to support effective transitions form EC to school.

Personalised Learning Pathway Plans will be developed through collaborative action with school staff within the CoL, including Early Learning, MOE, the RTLB service and other agencies as deemed necessary. This will support identifying the resources coming into the CoL designed to support students with additional needs and to ensure that there is an effective use of the identified resource to raise achievement of students in the CoL who have been identified with requiring additional learning needs.

Monitoring Progress:

Regular reviews will be recorded in Individual Learning plans and as reported at meetings with Principal and SENCO representatives from schools in the Community of Learning. This will support effective transitions of students within the Kahui Ako and also identifying PLD opportunities for staff in the Kahui Ako community.

Achievement Challenge 2: Reading, Writing and Mathematics

The analysis of 2016 National Standards data and year 9 and 10 curriculum level achievement revealed disparities for gender and ethnicity.

Year 1-8	% at or above the standard		
	Reading	Writing	Mathematics
Māori Girls	70.6	65	67
Māori Boys	51.7	41	57.7
Pākehā Girls	84.6	83.7	81.2
Pākehā Boys	69	70	83.6

Year 9-10	% at or above curriculum level expectations		
	Reading	Writing	Mathematics
Y9 Māori Girls	40	50	50
Y10 Māori Girls	44	78	56
Y9 Māori Boys	47	24	17
Y10 Māori Boys	17	50	50

We have these targets to tackle this challenge:

1. We aim to lift the achievement of all our **Year 1-8 Māori Girls** at or above the national standard:

	Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State 2019	
Reading	No	%	No	%	No	%	No	%
	60/85	70.6	64/85	75	68/85	80	72/85	85
Writing	No	%	No	%	No	%	No	%
	55/85	65	64/85	75	68/85	80	72/85	85
Mathematics	No	%	No	%	No	%	No	%
	57/85	67	64/85	75	68/85	80	72/85	85

2. We aim to lift the achievement of all our **Year 9-10 Māori Girls** at or above curriculum level expectations:

	Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State 2019	
Reading	No	%	No	%	No	%	No	%
	8/19	42	12/19	65	14/19	75	16/19	85
Writing	No	%	No	%	No	%	No	%
	12/19	63	13/19	70	15/19	80	16/19	85
Mathematics	No	%	No	%	No	%	No	%
	10/19	53	12/19	65	14/19	75	16/19	85

3. We aim to lift the achievement of all our **Year 1-8 Māori Boys** at or above the national standard:

	Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State 2019	
Reading	No	%	No	%	No	%	No	%
	60/116	51.7	70/116	60	75/116	65	87/116	75
Writing	No	%	No	%	No	%	No	%
	48/116	41	58/116	50	64/116	55	87/116	75
Mathematics	No	%	No	%	No	%	No	%
	67/116	57.7	75/116	65	81/116	70	99/116	85

4. We aim to lift the achievement of all our **Year 9-10 Māori Boys** at or above curriculum level expectations:

	Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State 2019	
Reading	No	%	No	%	No	%	No	%
	9/23	39	12/23	50	14/23	60	16/23	70
Writing	No	%	No	%	No	%	No	%
	7/23	30	9/23	40	12/23	50	14/23	60

Mathematics	No	%	No	%	No	%	No	%
	4/14	33	6/14	40	8/14	60	10/14	70

5. We aim to lift the achievement of all our **Year 1-8 Pakehā Boys** at or above the national standard:

	Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State 2019	
	No	%	No	%	No	%	No	%
Reading	63/91	69	68/91	75	73/91	80	77/91	85
Writing	64/91	70	68/91	75	73/91	80	77/91	85

Where are our students and which ones are we targeting?

In 2016 our targeted students who were below/well below are in the following schools:-

Year 1-8	Reading		Writing		Mathematics		TOTAL
Maori Girls	Well below	Below	Well below	Below	Well below	Below	
<i>Broadlands</i>	0	2	0	1	0	1	18
<i>Lake Rerewhakaaitu</i>	0	3	1	4	0	6	20
<i>Mihi</i>	4	0	5	2	5	1	9
<i>Reporoa College</i>	1	6	2	4	2	3	15
<i>Reporoa</i>	2	7	1	10	0	10	23
TOTAL	7	18	9	21	7	21	85

Year 1-8	Reading		Writing		Mathematics		TOTAL
Maori Boys	Well Below	Below	Well Below	Below	Well Below	Below	
<i>Broadlands</i>	1	3	1	3	0	2	19
<i>Lake Rerewhakaaitu</i>	2	10	2	12	1	7	22
<i>Mihi</i>	6	2	6	4	5	2	19
<i>Reporoa College</i>	1	12	2	14	6	10	21
<i>Reporoa</i>	5	9	5	14	2	8	27
TOTAL	15	36	16	47	14	29	106

Year 1-8	Reading		Writing		Total
Pakeha Boys	Well Below	Below	Well Below	Below	
<i>Broadlands</i>	1	4	1	3	24
<i>Lake Rerewhakaaitu</i>	1	4	1	3	24
<i>Mihi</i>	2	1	1	1	7
<i>Reporoa College</i>	1	3	1	4	11
<i>Reporoa</i>	2	9	2	10	25
TOTAL	7	21	6	21	91

Year 9-10	Reading	Writing	Mathematics
Maori Girls	Below	Below	Below
<i>Reporoa College</i>	11/19	7/19	9/19
Maori Boys	Below	Below	Below
<i>Reporoa College</i>	14/23	16/23	8/12
TOTAL	25/42	23/42	17/31

Achievement Challenge 3: NCEA Level 2/Retention to age 17

Reporoa College Leaver Data (Based on 2015* data)

RETENTION

Age of students when they left Reporoa College in 2015 (Number)

	AGE	15	16	17	18	19+	Total
Maori	Male	0	4	5	6	0	15
Maori	Female	1	3	3	3	0	10
NZ European	Male	0	6	6	9	0	21
NZ European	Female	1	2	12	5	0	20

- 32 % of Maori students left school before completing an NCEA L2 qualification (ie exited school before their 17th birthday)
- 22 % of NZ European students exited before completing NCEA L2

Percentage of School leavers staying on at Reporoa College until their 17th birthday 2013 – 2015

		2013	2014	2015
Maori	Male	66.7	83.3	73.3
Maori	Female	60.0	40.0	60.0
NZ European	Male	68.2	61.9	71.4
NZ European	Female	64.3	100	85.0

In 2015

- 68% of all Maori students stayed on at Reporoa College until at least 17 giving them an opportunity to achieve L2 NCEA
- 78% of all NZ European students stayed on at Reporoa College until at least 17 giving them an opportunity to achieve L2 NCEA

ATTAINMENT

Percentage School leavers with at least NCEA L2 2013 – 2015 Reporoa College

		2013	2014	2015
Maori	Male	60	88.9	46.7
Maori	Female	40	20	50
NZ European	Male	68.2	81	76.2*
NZ European	Female	78.6	86.7	80

*May include some Yr 13 students

All statistics taken from Education Counts Website <http://www.educationcounts.govt.nz>

When students are retained at Reporoa College beyond the age of 16 their chances of achieving NCEA L2 are greater with noticeable gaps in achievement for Maori Boys who do stay on at Reporoa College. Of interest is the low retention rate of Maori girls at the College. Their achievement is higher than their male counterparts with 50% of the 60% remaining achieving their L2 NCEA but far fewer of them stay at the College until their 17th birthday. Whilst the retention rate of Maori boys to 17 is higher at 73.3% in 2015 of that group only 46.7% gained their NCEA L2 qualification by the time they leave the College.

Roll Based Provisional NCEA Data 2016 Reporoa College

NCEA L2	Maori	NZ European	ALL
Boys	Not Yet available	Not Yet available	68.4 %
Girls	Not Yet available	Not Yet available	72.7 %
All	64.7	72.7	70 %

The provisional NCEA results for 2016 show a gap between the NCEA achievement of Boys and girls and another gap between the achievement of Maori students and NZ European.

To address the inequity whilst raising achievement for all students at NCEA L2 (*based on the July 1st 2016 Roll data for Yr 11 and 12) the current target numbers of students who need to be retained at Reporoa College and supported to complete a minimum of NCEA L2 are:

Reporoa	2016 Yr 11-12 Maori *48	2016 Yr 11-12 NZ European *25
85% all students leavers with a minimum NCEA L2	41 (18 more students than in 2015)	21 (2 more students than in 2015)
*2015 NCEA Results compared with 2016 Roll Return	48% 2015 NCEA L2 Leaver Results *23 of the 48 students	78% in 2015 NCEA L2 Leaver Results *19 of the 25 students

This analysis could be updated with the schools current March 1st Roll Return and 2016 NCEA data. Neither data set is available as yet in the PAI data

Target:

18 more Maori students will be targeted for additional support/mentoring/curriculum alignment to improve engagement and retention enabling them to complete NCEA L2 successfully and close the equity gap in regards to successful NCEA L2 outcomes for Maori students at Reporoa College.

Achievement Challenge 4: Children requiring Learning Support

Target: To accelerate learning for all children requiring learning support through ensuring that **all** students have a high quality Personalised Learning Pathway plan (PLP) that sets clear measurable targets by the end of 2018. Currently 26 % (35/135) have a Personalised Learning Pathway Plan.

We have identified the groups of students we are concerned about:

	<i>Broadlands</i>	<i>Lake Rerewhakaitu</i>	<i>Mihi</i>	<i>Reporoa School</i>	<i>Reporoa College</i>	TOTAL
Behaviour	X	X	X	X	X	21 (10)
Dyslexia	X	X	X	X	X	43 (18)
Visual	X	X	X	X	X	26
ORs	X	X	X	X	X	3 (2)
Hearing	X	X	X	X	X	25 (1)
Physical	X	X	X	X	X	1
High health	X	X	X	X	X	16 (4)
TOTAL						(35/135)

Note: () = student with a PLP; X=Data has been redacted for privacy

Personalised Learning Pathway Plans that begin in early childhood settings will be developed through collaborative action with school staff within the CoL, MOE, the RTLB service and other agencies as deemed necessary. This will support identifying the resources coming into the CoL designed to support students with additional needs and to ensure that there is an effective use of the identified resource to raise achievement of students in the CoL who have been identified with requiring additional learning needs.

Underpinning each of these challenges the Community of Learning has identified the opportunities offered by focusing on the development of Oral Language, commencing in the work of Pre-school and building through the years including into NCEA where alternative assessment approaches to improve outcomes and specifically for both Maori and Boys.

10. A Rationale for the Achievement Challenges

The Community of Learning recognises that these achievement challenges are a reality for all learning institutions across the Reporoa Area. However, identification of a challenge will not of itself address the underlying reasons and contributing factors that have maintained the levels of disparity to varying degrees, evidenced by data from all sectors of our education system across the community.

The Community of Learning is committed to addressing the identified disparities by focusing on these contributing factors as set out below. It will be through the collaborative work of the Community of Learning that we aim to take account of each of these factors with the purpose of gauging their impact on accelerating learning for those target groups identified: Maori and Boys.

The degree of importance of any one of these challenges, set out in summary in Figure 1 on page 19, will vary from school to school and engagement activities over time will vary across the Community of Learning in accordance with how each school perceiving the leverage which each focus may provide to affect the desired improvements for Maori and Boys in that school and learning context.

PEDAGOGICAL CHALLENGES

10.1 Build Teacher Capability

The importance of building teacher capability to better meet the needs of targeted groups involves an appreciation of the importance of teacher agency and agentic positioning that removes all deficit theorising around engagement, motivation and learning for Maori and Boys.

10.2 Develop a Culturally Responsive and Relational Pedagogy

There is much to be gained from developing a more Culturally Responsive and Relational Pedagogy that is shown to better meet the learning needs of Maori and Boys and is a vital component of building teacher capability.

10.3 Increase learner agency, engagement & motivation

An integral part of developing a more Culturally Responsive and Relational Pedagogy is the focus on what it is that increases engagement for Maori and for Boys. Linked with both is the importance of building learner agency. In this way, it can be seen, that these three contributing factors are intricately linked and taken together research shows that growth in these areas will contribute to accelerating learning and achievement for the targeted groups.

STRUCTURAL & RELATIONAL CHALLENGES

10.4 Strengthen Transitions between and within schools

Research indicates that there is frequently regression in achievement levels when students transition from one learning location to another. Between phases of education, particularly Primary to Secondary schools is the clearest example but this also appears to be mirrored when students move between schools in the same phase and within schools between classes.

Transitions are an area that we can improve and believe that in so doing we can add value and reduce regression for Maori and Boys.

10.5 Increase opportunities for effective whanau engagement

Where links with whanau are strong in relation to student learning the Best Evidence Synthesis shows positive effect sizes and therefore this is an area that can contribute to raising achievement. The Community of Learning is aware of the complexity of engaging in authentic ways with whanau but also acknowledges that this is an integral component of building a Culturally Responsive and Relational Pedagogy to better meet the needs of Maori and to support Maori to learn and experience success as Maori.

10.6 Deepen the use of achievement data

The preliminary work of the Community of Learning has focused on the collaborative sharing of achievement data as one of the key areas of evidence that can be used to measure achievement, progress and value added over time.

By focusing increasingly on the collation, analysis and interpretation of data following deliberate acts and interventions to accelerate learning for Targeted Groups of students, it is the intention of the community to be better positioned to prioritise future actions and interventions.

10.7 Develop moderation within and between schools and across the community of schools

To strengthen the integrity of our achievement data across and between schools developing robust approaches to moderation will contribute to more reliable comparative data and develop teacher capability through joint professional learning and moderation seminars

10.8 Promote strong citizens, health & wellbeing

Whilst each school is a unique learning community, we recognise that all schools have much in common. Building a community which deliberately contributes towards building strong citizens, who are well-balanced and healthy underpins both the declared and hidden curriculum in schools. As small rural communities across the Reporoa Area, we believe we can benefit learning outcomes through ensuring our schools share excellent practice in these curriculum areas.

10.9 Provide increasing access to digital learning environments

All schools are working to embrace digital learning within their pedagogical practices. Across the Learning Community we have strengths that can be drawn upon to support other partners to develop appropriate and meaningful applications of digital technologies in a way which enhances learning outcomes, increases motivation and engagement of students and raises levels of achievement.

11. Plan of Action

The Reporoa Community of Learning recognises that any action plan is all subject to change and this reflects *‘the combined effect of collaborative cultures [serving] to mobilize three powerful change forces. Moral purpose (the spiritual) gains ascendancy. Power (politics) is used to maximize pressure and support for positive action. Ideas and best practices (the intellectual) are continually being generated, tested and selectively retained. In collaborative cultures these three forces feed off each other. They become fused’*. From: Fullan, M. (1999). *Change Forces: The Sequel*. London: Falmer Press

Our approach to planning will incorporate the following:

11.1 Inquiry Learning will be at the centre

Figure 1 on page 11 places ‘INQUIRY LEARNING’ at the centre of the REPOROA COMMUNITY OF LEARNING OVERVIEW. It is envisaged that there will be a range of Inquiry Learning ‘Points of Contact for Change and Improvement’. The focus for all inquiries will be to investigate and show how Maori and Boys achievement will be improved through deliberate actions and interventions. All inquiries will have their own timeline and cycle of learning, incorporating the establishment of an agreed question, hypothesis or challenge. Baseline evidence and data will be collected and stage post milestone evidence and data collection along the way. Critical reflection will be formed an integral part of the process throughout and impact data and evidence provided. All inquiries will be shared with the wider Community of Learning by open invitation.

Expressions of interest from learning groups will be invited both for initiation of an Inquiry or involvement in an Inquiry. This will be facilitated by the Leader of the Community of Learning.

11.2 Joint Calendar Planning for the Community of Learning

Incorporated into the calendar planning will be a range of Professional Learning Opportunities that are identified as being specifically useful in supporting the identified contributing factors that have been shown to impact achievement and particularly for our Target Groups Maori and Boys.

- ❖ Build Teacher Capability
- ❖ Develop a Culturally Responsive and Relational Pedagogy
- ❖ Increase learner agency, engagement & motivation
- ❖ Strengthen Transitions between and within schools
- ❖ Increase opportunities for effective whanau engagement
- ❖ Deepen the use of achievement data
- ❖ Develop moderation within and between schools and across the community of schools
- ❖ Promote strong citizens, health & wellbeing
- ❖ Provide increasing access to digital learning environments

The Leader of the Community of Learning will be charged by the Executive of the Community of Learning to coordinate and facilitate this calendar planning and secure agreement regarding the prioritisation of any of the factors in each academic year. Where factors link closely joint planned events and programmes will be encouraged.

11.3 Alignment of Strategic Plans and Annual Plans

During 2017-18 all members of the Community of Learning will align their Strategic Plans and Annual Plans with the overall goal and priorities of the Community of learning. School and other organisation partner targets whilst not being the same at the Community of Learning will contribute to the realisation of its overall goal and priorities. The Leader of the Community of Learning will have open access to these Strategic and Annual Plans to inform the Community of Learnings thinking and planning.

In this way the Reporoa College will be able to operate as a Federation in which the parts have their own autonomy but there is deliberate and conscious contribution to the whole body politic as an Educational Community committed to raising achievement in its Target Groups of Maori and Boys.