

Otepoti ki Te Raki



*Community of Learning – Kāhui Ako
North Dunedin*

PREAMBLE

Who are we?

The North Dunedin education community is made up of a wide range of learning environments, from early childhood providers through to New Zealand's most successful polytechnic and New Zealand's oldest university.

The general community too is varied – whilst there are pockets of real deprivation in our district, where poverty is as bad as anywhere else in the country, the presence of the tertiary institutions and the history of the city combine to place high expectations on the educators.

<https://www.health.govt.nz/publication/nzdep2013-index-deprivation>

The experience and wisdom found amongst this group is vast – many of the education leaders are leaders in local and national organisations. Most have worked in this part of the city for most of their careers.

The outstanding feature of educational leadership in our community is that the educators know their learners. They understand the power of making the connections with the learner and the learner's whānau.


<https://www.education.govt.nz/assets/Documents/Ministry/Strategies-and-policies/Ka-Hikitia/KaHikitiaSummary.pdf>

So, these leaders bring to this community of learning

Successful teaching experience

Successful leadership

Rich connections with the learner and their whānau



What are some of these successes?

The Valley Project is an example of what can happen when a group of committed and forward-thinking educators get together to make a difference for their learners.

This initiative started around 2007 when primary, intermediate and early childhood leaders working in and around North East Valley got together with a few other influential locals to better engage families in education.

The original premise was that by making the Valley a better place to live, children and young people would better engage at school; better engagement would hopefully lead to better learner outcomes.

So over ten years later the Project is a well-established community development programme, hosted by North East Valley Normal School. Last year the Project was nominated and shortlisted for [New Zealander of the Year](#).

The schools and early childhood centres in North East Valley and beyond have indeed benefitted from this work – overflowing school rolls, decline in transience and absenteeism and a greater sense of community involvement in schooling.

Strengthening wairua in schools (SWiS) is a collaborative approach across some North Dunedin schools and ECE sites to bolster teacher efficacy in the area of inclusive education. Started by local school leaders, this initiative brings teachers and support staff together once a term to discuss an issue around inclusion. Invited panellists include a local educational psychologist, ICT specialists and local teachers who demonstrate effective practice in their classrooms and centres.

Protocols for taking excluded children were established among North Dunedin schools some years ago. The local principals made a handshake agreement with each other that they would take excluded children from North Dunedin schools thereby keeping the child close to their home and own environment.

You can see that these experienced and innovative leaders and teachers are already working collaboratively to better engage children and young people in the learning process by reaching out to whānau and community.

We are currently in the process of refining a teacher led research initiative (TLIF) around the notion of universal design for learning (UDL).



And what do we want to do?

We want to build on this work.

We want to immerse ourselves in the community.

We want to work with groups such as the:

- Otago Port Authority
- Ravensdown Fertiliser Company
- Dunedin City Council
- Highlanders Rugby franchise
- Otago University and Polytechnic.

Anyone and everyone in and around North Dunedin who will work with us to make North Dunedin a better place to live, especially for children and young people and especially those who need our help the most.

We want to explore every learner's potential and work towards them reaching their goals.

And what does achievement mean for us?

Our definition of achievement is that all learners will reach their potential.

We will achieve this by the strategies outlined in this document.

We will measure this by a number of factors, as stated in the document, but mostly by using our collective understanding of what achievement is and judging whether our learners are reaching their potential. This measure will be made by us all – the village!

INQUIRY

Why have we chosen the following challenges?

The challenges are about creating an environment in which learning can flourish for all. We need competent teachers, engaged learners, healthy whānau and a networked community to ensure the optimal learning environment for our children and young people. Learning does not happen in isolation and we will use our influence to improve the context of the learners' lives so they are better able to learn.

How will we make progress for each challenge?

The levers for change already exist in our schools and centres, we just need to strengthen and extend them. We will use tools such as universal design for learning (UDL) to inquire about our practice in each of these spheres – teacher practice, student and whānau voice and connected community - to begin our inquiry. Our within-school and across-school teachers will take the lead, guide the Kāhui ako through a deep reflection of our practice in each of these domains, and help our teachers and leaders plan ways to strengthen the practices.

How will we measure progress against each challenge?

Each challenge has a measure that will help us gauge success. The most effective measure will be watching the progress of our children through the pathway from early childhood through to post high school training. This is a long game of course and some of the results will take years to see fully.

How do these challenges relate to the New Zealand Curriculum?

The front part of the curriculum is about principles, values, and competencies. Our focus is on these aspirational goals - we want all learners to be lifelong learners, who display our common values and show competence and agency in the learning process. We want them to be great people, valuable and valued citizens who lead happy and fulfilling lives.

Will curriculum levels indicate success for this work?

We would expect to see some lift in achievement for the target groups especially and will use school achievement data to track this goal. To measure this lift we will focus on oral language in the early childhood settings, reading progress in primary schools and reading PAT results beyond primary.

INTRODUCTION

What is our compelling collective vision?

Bringing everyone into the learning journey.

Our compelling collective vision is that across all levels of schooling, from early childhood through to tertiary, we can identify and make a difference for all learners, but particularly for priority learners.

Priority learners are those at risk of not meeting their potential – whether this potential lies at, above or below curriculum levels.

Priority learners may include Māori, Pasifika learners, and those from low socio-economic backgrounds, and learners with learning support needs.

<http://nzcurriculum.tki.org.nz/Priority-learners>

The community of learning gives us the exciting ability to compare our work with priority learners in very different contexts, across curriculum areas and age groups, with a view to establishing commonalities and best practice in the identification and management of those learners needing support and extension.

All learners will get a good deal. We will achieve this through our focus on the learner being part of a community – a community of the school, the whānau, the wider community.

We are a subset of community.

North Dunedin is our village.

We want our Kāhui ako to be seen as the learning subset of that village – we are the educators, those who teach, who manage and who are charged with the learning that happens within this community.

So we will work with all in this village.

Our community of learning will work inside our wider community to make our community stronger and better connected.

All learners will benefit from this work, especially those most in need.

GOALS

We will:

- create a more cohesive network of learning specialists within the wider community of North Dunedin.
- expand our influence as educators in the wider community.
- use our influence and networks to enhance achievement for all learners but particularly those most in need.

Focus:

- We will focus on strengthening our learning community
- We will strengthen our networks with the wider North Dunedin community
- We will focus on those learners greatest in need, the priority learners:
 - Those with special needs
 - Those with behavioural needs
 - Those with giftedness
 - Those who are disengaged

INDICATORS OF SUCCESS

We will know we are successful when;

- we become a learning community that knows itself, communicates effectively with its players, transitions learners well and works together.
- strong educators and their organisations are seen as integral to the life and health of the community; where the wider community organisations and businesses talk with us, consult and engage with us, to maximise learners' potential.
- learners with the greatest need are more successful, healthier, happier and hopeful.

Annual Hui to evaluate

We will meet as a community – educators, learner representatives, whānau and wider community members – annually to evaluate our progress and to report to the community about our achievements.

WHO WILL HELP US?

Who will help us achieve our challenges?

The iwi, the businesses, the many community organisations, the helping agencies, the local and national government service providers, all in the community of North Dunedin will be pressed into action to help us strengthen our community, both the learning community and the wider North Dunedin community. Also we will rely on:

- Our children and young people
- Whānau
- Hapu
- Vibrant community organisations in North Dunedin like The North East Valley Project <https://www.northeastvalley.org/>
- Agencies like the Otago Youth Wellness Trust
- Otago University
- Not for Profits
- Otago Polytechnic
- The Port of Otago
- Ravensdown
- Forsyth Barr Stadium and the Institute of Sport
- The Dunedin City Council
- The Dunedin Study
- Government agencies and ministries

EDUCATION SITES INFORMATION



OUR SITES



Dunedin Kindergartens

Vision: Providing excellence in early childhood education for all children.

Phone: 455 8892

Website: www.dunedinkindergartens.org.nz

Email: dk@dk.org.nz

CoL liaison: Lee Blackie, lee@dk.org.nz



Dunedin North Intermediate

Vision: Kia Māia – be courageous and independent

Dream Big – promote creative, curious, happy learners

Act with Integrity – we value manaakitaka, kaitiakitaka and kotahitaka

MoE#: 3731

Phone: 473 9027

Website: www.dni.school.nz

Email: office@dni.school.nz

CoL liaison: Heidi Hayward, Principal heidih@dni.school.nz



George Street Normal School

Vision: Every child active, positive and proud

Motto: Lighting the future

MoE#: 3740

Phone: 474 0825

Website: www.georgestreet.school.nz

Email: office@georgestreet.school.nz

CoL liaison: Rod Galloway, Principal
rod@georgestreet.school.nz



Islington ECC

Vision: We provide high quality education and care in partnership with families and the community, supporting children to become competent, confident learners and communicators.

Motto: Learning for Life

MoE#: 83006

Phone: 473 7490

Email: Islington.ecc@gmail.com

CoL liaison: Shirley Perry, Head Teacher
islington.ecc@gmail.com



Jonathan Rhodes Kindergarten

Vision: Providing excellence in early childhood for all children

MoE#: 5498

Phone: 473 9107

Website: www.dunedinkindergartens.org.nz

Email: jonathanrhodes@dk.org.nz

CoL liaison: Joy Hawley, Head Teacher
jonathanrhodes@dk.org.nz



Kelsey Yaralla Kindergarten

Vision: Providing excellence in early childhood for all children

MoE#: 5500

Phone: 477 6674

Website: www.dunedinkindergartens.org.nz

Email: kelsey yaralla@dk.org.nz

CoL liaison: Denise Schofield, Head Teacher
kelsey yaralla@dk.org.nz



Liberton Christian School

Vision: Our children, as part of the Christian community, learning with enthusiasm, growing in knowledge, developing their abilities, and desiring to serve God.

Motto: In Christ are hid all the treasures of wisdom and knowledge

MoE#: 4117

Phone: 473 7599

Website: www.libertonchristian.school.nz

Email: admin@libertonchristian.school.nz

CoL liaison: Fiona Sizemore, Principal
principal@libertonchristian.school.nz



Logan Park High School

Vision: Logan Park High School dedicates itself to the holistic nurturing of its young people. In growing good people, we focus on extending the academic, sporting, cultural, emotional and physical experiences of our learners in preparation for the diverse pathways our learners embark on as leavers. With our emphasis on the importance of relationships and interpersonal connections, we are proud of our co-educational environment. Our emphasis is firmly on achievement for the individual, measured against their own aspirations and abilities.

Motto: Respect, Motivation, Inclusion

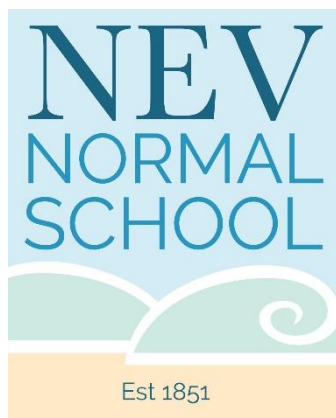
MoE#: 376

Phone: 477 3586

Website: www.lphs.school.nz

Email: office@lphs.school.nz

CoL liaison: Peter Hills, Co-Principal
peter.hills@lphs.school.nz



North East Valley Normal School

Vision: We are caring, respectful, knowledgeable, confident and competent: we are prepared for life and grounded in the greater good and in community.

He aha te mea nui o te ao?

He tangata, he tangata, he tangata.

Motto: We teach children and train teachers

MoE #: 3783

Phone: 473 8246

Website: www.nevn.school.nz

Email: office@nevn.school.nz

CoL liaison: John McKenzie, Principal john@nevn.school.nz



Opoho School

Vision: To develop confident lifelong learners and be at the heart of the community.

Values: Be kind, be responsible and be the best you can be.

MoE#: 3790

Phone: 03 4738019

Website: www.opoho.school.nz

Email: office@opoho.school.nz

CoL liaison: Jenny Clarke, Principal
principal@opoho.school.nz



Otago Polytechnic

Vision: Our people make a better world. Kia tū ki te tahi

Motto: Build capability, realise potential

MoE#: 6013

Phone: 477 3014

Website: www.op.ac.nz

Email: andyk@op.ac.nz

CoL liaison: Andy Kilsby, Director Employability
027 572 7382



Otago University Childcare Association

Vision: A Community of Excellence in Early Learning

MoE#: Te Pā (Te Maioha, Te Pārekereke o Te Kī, Te Uru, Te Puna) #83022

College of Education centre # 83065

Phone: 471 4412

Website: www.otago.ac.nz/childcare

Email: ouca.director@otago.ac.nz

CoL liaison: Karen Hurst, Director
ouca.director@otago.ac.nz



Pine Hill School

Vision: Our vision is for Pine Hill School to be a place where all learners, parents, staff and other members of our school community view themselves as learners and actively participate in their own learning.

Motto: A community of learners

MoE#: 3801

Phone: 473 9148

Website: www.pinehilldunedin.school.nz

Email: office@pinehilldunedin.school.nz

CoL liaison: Melissa Ward, Principal
principal@pinehilldunedin.school.nz



Pioneers

Vision: To provide accessible, affordable and flexible quality education and care for families of Dunedin.

MoE#: Pioneers Russell Street #83008, Pioneers Koputai #80016

Phone: 563 213

Website: www.pioneers.co.nz

Email: info@pioneers.co.nz

CoL liaison: Penel Pask, Director penel.pask@pioneers.co.nz



Port Chalmers Kindergarten

Vision: Providing excellence in early childhood for all children

MoE#: 5502

Phone: 472 8696

Website: www.dunedinkindergartens.org.nz

Email: portchalmers@dk.org.nz

CoL liaison: Sapph Prentice, Head Teacher
portchalmers@dk.org.nz



Port Chalmers School

Vision: In partnership with our community, Port Chalmers School will provide a happy and healthy centre of learning where every child receives equal opportunity and encouragement to develop his/her potential.

Motto: Port Kids are Alive (Active, Life-long, Imaginative, Visual, Enthusiastic) learners becoming leaders

MoE#: 3803

Phone: 472 8685

Website: www.portchalmers.school.nz

Email: office@portchalmers.school.nz

CoL liaison: Vicki Nicolson, Principal vicki@portchalmers.school.nz



Puketeraki Marae

Motto: Whaea koe te iti kahurangi. Mehemea kia tuohu koe, me he mauka teitei. Seek to follow your dreams. If you should bow your head, let it be to a lofty mountain.

Phone: 465 7793

Website: www.puketeraki.nz

Email: principal@waitati.school.nz

CoL liaison: Stacey Honeywill, principal@waitati.school.nz



Ravensbourne School

Mission: To equip and inspire our learners to be the very best version of themselves. Our school values are Hauora, Excellence, Aroha, Respect-Resilience-Responsibility & Teamwork (H.E.A.R.T)
Motto: Kia kaha, Kia maia, Kia manawanui. Be brave, Be strong, Be willing
MoE#: 3808
Phone: 471 0410
Website: www.ravensbourneschool.com
Email: office@ravensbourne.school.nz
CoL liaison: Adele Lidgard principal@ravensbourne.school.nz

Sawyers Bay School

Vision: Sawyers Bay School is a place where teaching and learning engages, challenges and supports our learners, empowering all to become confident and capable lifelong learners.
Motto: A safe harbour for learning, growing and making a difference
MoE#: 3817
Phone: 472 8981
Website: www.sawyersbay.school.nz
Email: office@sawyersbay.school.nz
CoL liaison: Gareth Swete, Principal
gareth@sawyersbay.school.nz

St. Leonard's School



Vision: To do our best to meet the individual needs of all children, and to promote learning that prepares children for life's experiences, builds their self-esteem, resilience and encourages them to care for others.
Motto: Learning for life
MoE#: 3829
Phone: 471 0501
Website: www.stleonardsdn.school.nz
Email: office@stleonardsdn.school.nz
CoL liaison: Jo Wilson, Principal jo@stleonardsdn.school.nz



The Valley Project

Vision: A strongly connected, healthy, sustainable community. No matter who we are or where we are from, together we have voice, make action and create hope.

Phone: 473 8614

Website: www.northeastvalley.org

Email: tess@northeastvalley.org

CoL liaison: Tess Trotter, tess@northeastvalley.org

THE FOUR LEVERS OF CHANGE

Four levers of change have been identified as most likely to impact positively on learning outcomes for learners, which is what we aim to develop and strengthen in our Kāhui Ako.



WHY CHANGE IS NEEDED

Challenge A

"Our teachers are suffering a drop in confidence to deal with the kids with autism and anger issues and so many other challenges. We need to find solutions with and for them."
*Sam, RTLB
North Dunedin*

Ko tā te kaiako
kōkiri ako
-
Teacher Efficacy

Challenge B

"We want to empower kids from day one and give them skills to carry them through their lives."
*Joy, Head Teacher,
Jonathan Rhodes
Kindergarten*

Mana ākonga
-
Communication

Challenge C

"We know the families most at need in North Dunedin – there are about 120 of them. Lets work together to break the cycle."
*Peter Hills, Co-Principal
Logan Park
High School*

Whakawhānaungatanga
-
Family, Whānau, Iwi &
Community Partnerships

Challenge D

"We are family, ko au, ko koe, ko koe, ko au. Biz bir aileyiz."
*North East Valley
Project*

Hauora
-
Health & Well-being

Challenge A

Strong teachers

Challenge A

Ko tā te kaiako
kōkiri ako
-
Teacher
Efficacy

A teacher's
belief in their
own ability to
positively
affect learners.

Target: To improve teacher confidence (see survey results 2019) by an average of 5% by the end of 2020 - ECE from 65% to 70 %, primary 61% - 66%, intermediate 69% - 74% and secondary 60% - 65% and another 5% by the end of 2021.

- Use the [teacher confidence data \(TCD survey\)](#) collected 2019 as the baseline
- Develop and administer a number of quantifiable qualitative measures for gauging success
- Analyse data from the TCD survey to enable a targeted support plan to be formed and implemented

CRITICAL SUCCESS FACTORS	FIRST STEP ACTIONS	OUTCOMES 2020	OUTCOMES 2021-2022
TEACHERS & LEADERS AS INQUIRERS	<ul style="list-style-type: none"> • Staff meetings identifying children to target • Identify gaps in teacher capabilities for these children 	<ul style="list-style-type: none"> • Priority children identified and IEP type plans established • Teachers confidence grows as measured by the TCD survey 	<ul style="list-style-type: none"> • Teachers and ECE/school managers share a greater understanding of how to better teach target children
EVIDENCE-BASED DECISION MAKING	<ul style="list-style-type: none"> • Measure both teacher and student capabilities via observations and surveys 	<ul style="list-style-type: none"> • Survey data will be analysed and next step actions identified 	<ul style="list-style-type: none"> • Teacher and ECE/school managers track teacher capability and student progress
BUILDING BELIEF	<ul style="list-style-type: none"> • CoL wide and smaller cluster hui to lift teacher confidence 	<ul style="list-style-type: none"> • Teacher capability and confidence will be increased through targeted PLD 	<ul style="list-style-type: none"> • Teacher and ECE/school management develop useful support networks for themselves

Challenge B

Strong Voices

Challenge B

Mana ākonga
-
Communication

Learners
communication
skills will improve
leading to greater
student agency

Target: To improve reading scores - using the Ready to Read scheme which ranges across the community from 25% at Level 14 after one year at school to 79% of children after one year of schooling by an average of 5% by the end of 2020 and another 5% by the end of 2021.

- Collate and analyse Reading data after one year at school.
- Use the [NZCER student agency](#) survey gathered mid-2019 as a baseline.
- Develop and administer a number of quantifiable qualitative measures for gauging Literacy success, for students at the end of Year 6 and Year 10, by the end of 2019.

CRITICAL SUCCESS FACTORS	FIRST STEP ACTIONS	OUTCOMES 2020	OUTCOMES 2021-2022
LEARNERS TAKE CHARGE OF THEIR LEARNING	<ul style="list-style-type: none"> • IEPs have specific goals around student agency • Learners observed and consulted about their aspirations 	<ul style="list-style-type: none"> • Learners show evidence of self-directed learning as seen by observations and discussions 	<ul style="list-style-type: none"> • Teachers share a greater understanding of how to better teach target children
LEARNERS' LITERACY WILL IMPROVE GIVING THEM A STRONGR VOICE	<ul style="list-style-type: none"> • Identify learners who require additional support in reading and oral and written language • Undertake language data gathering at end of year 1, end of year 6 and end of year 10 	<ul style="list-style-type: none"> • Once identified, direct resources and professional development to teaching of literacy 	<ul style="list-style-type: none"> • Priority learners will be better able to use their voice to advocate for their own learning
LEARNERS KNOW WHERE TO GET SUPPORT	<ul style="list-style-type: none"> • CoL wide and smaller cluster hui to build teacher confidence 	<ul style="list-style-type: none"> • Learners become more self-dependent as evidenced by observations and surveys 	<ul style="list-style-type: none"> • Learners are more self-dependent and self-directed

We will seek help from professional agencies and university specialists to help us gauge our progress in this area. Agencies such as the Otago Youth Wellness Trust, CCS Otago and the staff of the Psychology Department at the University will all be of assistance. Student voice will be captured throughout this process.

Challenge C

Strong connections

Whakawhānau -
Family, Whānau, Iwi &
Community
Partnerships

Challenge C

A shared
responsibility
focusing on
building success
for every
learner

Target: To improve inclusion in our schools and centres. We will gather baseline data using the Inclusion Index late in 2019 and aim to increase inclusion by an average of 5% by the end of 2020 and another 5% by the end of 2021.

- Use the [Inclusion Index](#) and [‘me and my school’ community engagement](#) survey data, gathered mid 2019 as a baseline.
- Develop and administer a number of quantifiable qualitative measures for gauging success with each of our targets by the end of 2019.

CRITICAL SUCCESS FACTORS	FIRST STEP ACTIONS	OUTCOMES 2020	OUTCOMES 2021-2022
CHILDREN AND WHĀNAU ARE SEEN AS FULL MEMBERS OF THE ECE/SCHOOL FAMILY	<ul style="list-style-type: none"> • Identified children's IEPs are co-instructed by whānau, relevant and critical ECE/school staff and agency professionals 	<ul style="list-style-type: none"> • Priority children identified and IEP type plans established 	<ul style="list-style-type: none"> • Evidence of success is shared by all involved
CHILDREN, WHĀNAU AND COMMUNITY ARE WELL CONNECTED	<ul style="list-style-type: none"> • ECE/schools bring community into the lives of targeted children and their whānau – sports teams, cultural groups, civic events 	<ul style="list-style-type: none"> • Survey data will be analysed and next step actions identified 	<ul style="list-style-type: none"> • Inclusion data tracked to measure success against identified targets

Partnerships with community groups and helping agencies such as the North East Valley Project will be encouraged – such partnerships will allow schools and centres to tap into community services; the community will then have a voice in the Community of Learning.

Challenge D

Strong learners

Challenge D

Taking care of
the whole
person

Hauora
-
Health &
Well-being

Target: To improve student and whanau wellbeing. We will gather baseline data late 2019 and aim to increase the results by an average of 5% by the end of 2020 and another 5% by the end of 2021.

- Undertake the [NZCER well-being](#) survey in mid-2019.
- Use the data collected, along with [ERO's wellbeing report](#) to develop and administer a number of quantifiable qualitative measures for gauging success with each of our targets by the end of 2019.

CRITICAL SUCCESS FACTORS	FIRST STEP ACTIONS	OUTCOMES 2020	OUTCOMES 2021-2022
TARGET CHILDREN ARE ENGAGED, LEARNING, HEALTHY, HAPPY AND SETTLED	<ul style="list-style-type: none"> • Develop a consistent understanding of what these success factors mean – engaged, learning, healthy, happy and settled. • Plans developed to measure our success 	<ul style="list-style-type: none"> • Survey data analysed and used as a baseline for future actions. • Children are more engaged, learning well, healthy, happy, settled 	<ul style="list-style-type: none"> • On-going survey data analysed and used as a baseline for future actions. • Children are more engaged, learning well, healthy, happy, settled

We will use the various engagement and health data available to us as baseline data with which to gauge our progress. We will work closely with the public health nurses, local prominent psychologists and other health and well-being related providers to meet their needs. Student wellbeing is central to successfully implementing The New Zealand Curriculum. <https://www.ero.govt.nz/publications/wellbeing-for-success-effective-practice/schools-with-good-wellbeing-practices/#fn:1>

RELEVANT DATA

The following relevant data for Otepoti ki Te Raki Community of Learning Challenges can be accessed [online](#).

North Dunedin COL 2018 RTLB Request for Support Referral Data

In 2018 there were 44 requests for support accepted and allocated for:

- Learning: 14 requests for support
- Learning & Behaviour: 11 requests for support
- Behaviour: 18 requests for support

The majority of requests were for individual learners however RTLB also accepted the following group referrals and there is a project currently being worked on.

- Opoho Group Referral – Learning, 9 learners, Year 4-6
- Port Chalmers Group Referral – Learning, Literacy & Numeracy, 5 learners, Year 4
- Pine Hill Group Referral – Learning & Behaviour, 4 learners, Year 6
- NEVN Project – Maori Medium Liaison Role – this is ongoing in 2019

Within the North Dunedin COL there are also 3 learners receiving In Class Support in 2019 – these learners are based at Logan Park High School, Port Chalmers and North East Valley Normal School.

There are four Liaison RTLB working within the North Dunedin COL, Sam Weepers, Tania McLay, Arran Wilkinson and Jo Cook-Bonney – other RTLB also pick up work in schools are required.

Below the year level, gender and support area of all requests for support in 2018

YEAR LEVEL AND GENDER BREAKDOWN OF 2018 DATA						
YEAR	LEARNING		BEHAVIOUR		LEARNING & BEHAVIOUR	
	M	F	M	F	M	F
10	1					
9	1	1	1	1		1
8		1	1			
7					1	
6	1	1	2		2	2
5	1					
4		1				
3	1	1	2			
2	1	2	1	1	1	1

1	1		9		3	
Totals	7	7	16	2	7	4

School Specific 2018 Data Breakdown

North Dunedin COL

North East Valley Normal

3 referrals and 1 project carried over from 2018 to 2019

- Female – Behaviour, Year 2
- Male – Learning, Year 1
- Male – Learning & Behaviour, Year 2
- Project – Maori Medium Liaison Role

2018 - 8 Referrals allocated:

- Male - Learning & Behaviour, Year 6
- Male - Learning, Year 5
- Male - Behaviour, Year 6
- Male – Learning & Behaviour, Year 1
- Female – Learning, Year 6
- Female – Learning & Behaviour, Year 6
- Female – Learning, Year 4
- Female – Learning, Year 2

Opoho

No referrals carried over to 2019

2018 - 9 Referrals Allocated:

- Group Referral – Learning, Y4-6, 9 learners
- Male – Behaviour, Year 2
- Male – Learning, Year 3
- Male – Behaviour, Year 1
- Male – Learning & Behaviour, Year 2
- Male – Learning & Behaviour, Year 6
- Male – Learning, Year 2
- Male – Learning & Behaviour, Year 1

Dunedin North Intermediate

1 Referral waiting – transition from Opoho to DNI

2018 – 3 Referrals Allocated:

- Male – Behaviour, Year 8
- Male – Learning & Behaviour, Year 7
- Female – Learning, Year 8

Logan Park High School

No referrals carried over from 2018 to 2019

2018 – 6 Referrals Allocated:

- Male – Learning, Year 9
- Male – Learning, Year 10

<ul style="list-style-type: none"> • Female – Learning, Year 9 • Female – Learning & Behaviour, Year 9 • Female – Behaviour, Year 9
Liberton Christian School No referrals in the last 5 or 6 years.
George Street Normal School 1 referral carried over from 2018 to 2019 <ul style="list-style-type: none"> • Male – Behaviour, Year 2 1 referral pending: <ul style="list-style-type: none"> • Male – Learning & Behaviour, Year 1 2018 – 8 Referrals Allocated: <ul style="list-style-type: none"> • Male – Behaviour, Year 1 • Male – Behaviour, Year 3 • Male – Learning, Year 1 • Male – Behaviour, Year 1 • Male – Learning & Behaviour, Year 1 • Female – Learning, Year 2 • Female – Behaviour, Year 2 • Female – Learning, Year 3
St Leonard's 1 referral carried over from 2018 to 2019 <ul style="list-style-type: none"> • Male – Learning & Behaviour, Year 4 2018 – 2 Referrals Allocated: <ul style="list-style-type: none"> • Male – Behaviour, Year 3 • Female – Learning & Behaviour, Year 2
Sawyer's Bay 2018 – 1 Referral Allocated: <ul style="list-style-type: none"> • Male – Learning, Year 6
Ravensbourne 2018 – 1 Referral Allocated: <ul style="list-style-type: none"> • Male – Behaviour, Year 1
Port Chalmers 2018 - 6 Referrals Allocated: <ul style="list-style-type: none"> • Male – Behaviour, Year 1 • Male – Behaviour, Year 1 • Male – Behaviour, Year 1 • Male – Behaviour, Year 1 • Male – Learning, Year 5 • Group – Learning, Literacy & Numeracy, 5 learners, Year 4
Pine Hill 2018 - 5 Referrals Allocated: <ul style="list-style-type: none"> • Male – Learning & Behaviour, Year 2 • Male – Behaviour, Year 1 • Male – Behaviour, Year 6 • Female – Learning & Behaviour, Year 6

Dunedin North Kāhui Ako Attendance

Dunedin North Kāhui Ako - Term Two	Attending Regularly	% Attending regularly	Grand Total
2015			
Dunedin North Intermediate	171	67.3	254
George Street Normal School	393	83.8	469
Logan Park High School	349	58.0	602
Opoho School	112	79.4	141
Port Chalmers School	72	75.8	95
Ravensbourne School	21	63.6	33
St Leonard's School (Dunedin)	42	67.7	62
2016			
Dunedin North Intermediate	184	68.1	270
George Street Normal School	362	79.6	455
Opoho School	98	71.0	138
Port Chalmers School	82	82.0	100
Ravensbourne School	26	76.5	34
Sawyers Bay School	104	80.6	129
St Leonard's School (Dunedin)	40	74.1	54
2017			
Dunedin North Intermediate	168	63.6	264
George Street Normal School	373	78.7	474
Liberton Christian School	75	78.1	96
Logan Park High School	329	56.2	585
Opoho School	87	63.0	138
Pine Hill School (Dunedin)	13	59.1	22
Port Chalmers School	78	75.7	103
Ravensbourne School	18	72.0	25
Sawyers Bay School	94	69.1	136
St Leonard's School (Dunedin)	35	61.4	57
2018			
Dunedin North Intermediate	139	58.9	236
George Street Normal School	398	79.8	499
Liberton Christian School	69	65.7	105
North East Valley Normal School	156	62.2	251
Opoho School	109	71.7	152
Pine Hill School (Dunedin)	24	55.8	43
Port Chalmers School	86	77.5	111
Ravensbourne School	10	55.6	18
Sawyers Bay School	96	72.7	132

Stand-downs	2015	2016	2017
Dunedin North Intermediate	5	24	48
George Street Normal School	4	4	4
Liberton Christian School	0	0	0
Logan Park High School	61	27	15
North East Valley Normal School	0	1	1

Opoho School	0	2	0
Pine Hill School (Dunedin)	3	2	4
Port Chalmers School	1	5	5
Ravensbourne School	1	6	10
Sawyers Bay School	0	0	0
St Leonard's School (Dunedin)	0	0	0
Suspensions			
Dunedin North Intermediate	1	8	5
George Street Normal School	0	1	0
Liberton Christian School	0	0	0
Logan Park High School	3	1	1
North East Valley Normal School	0	0	0
Opoho School	0	0	0
Pine Hill School (Dunedin)	0	0	1
Port Chalmers School	0	0	0
Ravensbourne School	0	0	0
Sawyers Bay School	0	0	0
St Leonard's School (Dunedin)	0	0	0
Exclusions			
Dunedin North Intermediate	1	2	1
George Street Normal School	0	0	0
Liberton Christian School	0	0	0
Logan Park High School	0	1	1
North East Valley Normal School	0	0	0
Opoho School	0	0	0
Pine Hill School (Dunedin)	0	0	0
Port Chalmers School	0	0	0
Ravensbourne School	0	0	0
Sawyers Bay School	0	0	0
St Leonard's School (Dunedin)	0	0	0

Learning Support Services to North Dunedin Kahui Ako - 2018

Site	ORS	Communication	Behaviour	Other	Total
DNI	5	0	0	0	5
GSNS	3	8		1 (High Health Needs)	12
Liberton Christian		1			1
LPHS	6	0	5	0	11
NEV	3	4	1	3 (2 HHN, 1 Physical Disability)	11
Opoho	2	2	3	2 (1 Assistive Technology, 1 Moderate Hearing)	9
Pine Hill	1	0	0	0	1

Port Chalmers	0	4	0	1 (Physical Disability)	5
Ravensbourne	0	1	1	3 (HHN)	5
Sawyers Bay	0	3	0	0	3
St Leonards	0	2	0	2 (HHN)	4
	20	25	10	12	67

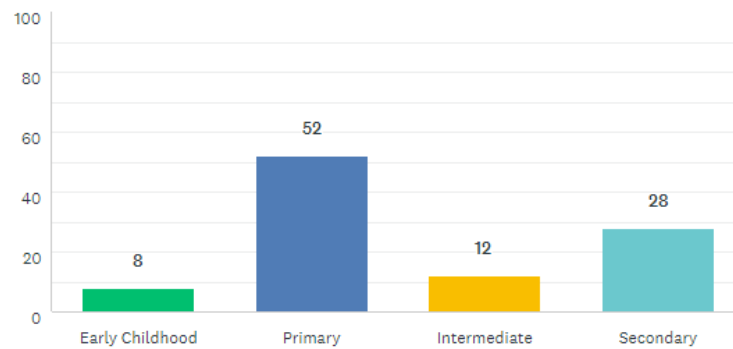
CoL Survey Results

The survey results were limited to 100 respondents.

Q1: Area of education that respondents teach in

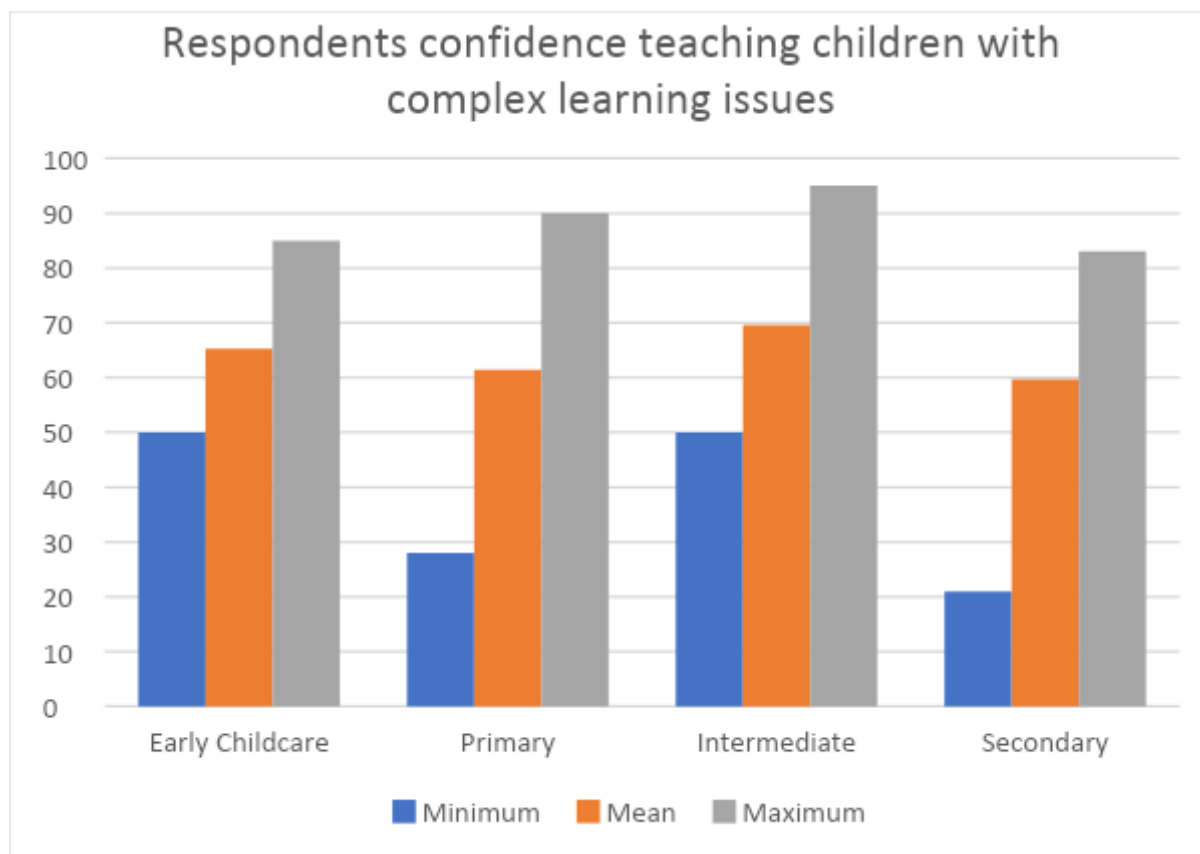
Which area of education do you teach in?

Answered: 100 Skipped: 2

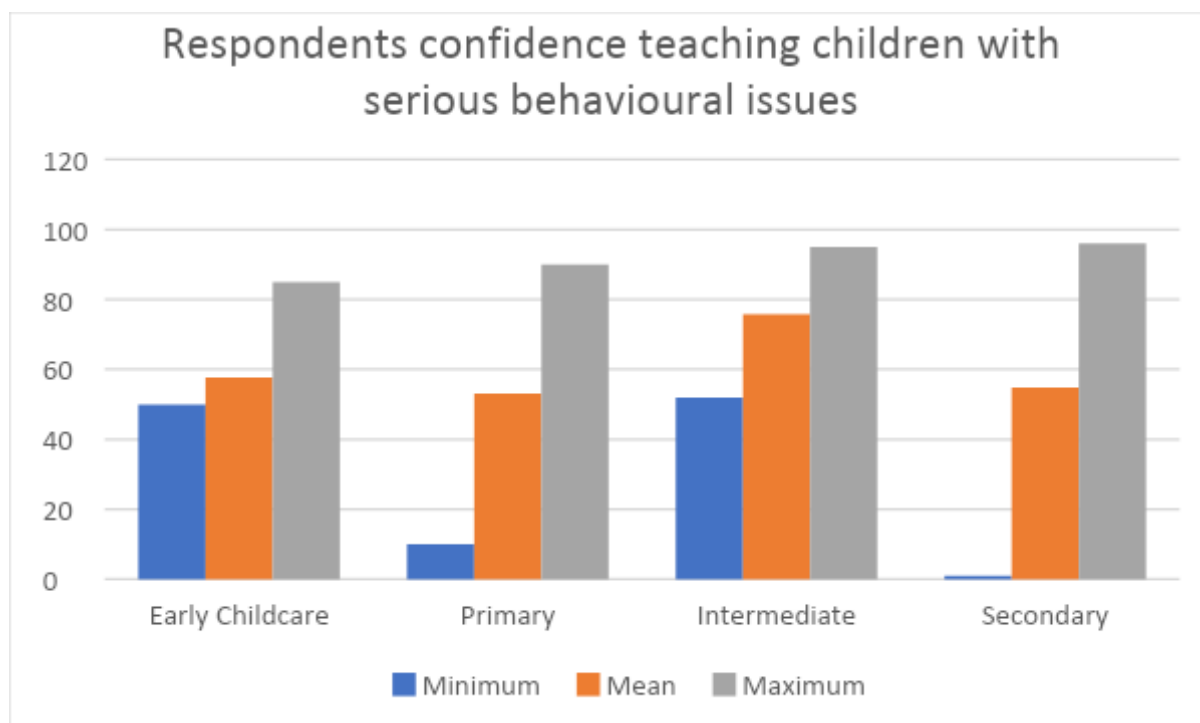


ANSWER CHOICES	RESPONSES	
▼ Early Childhood	8.00%	8
▼ Primary	52.00%	52
▼ Intermediate	12.00%	12
▼ Secondary	28.00%	28
TOTAL		100

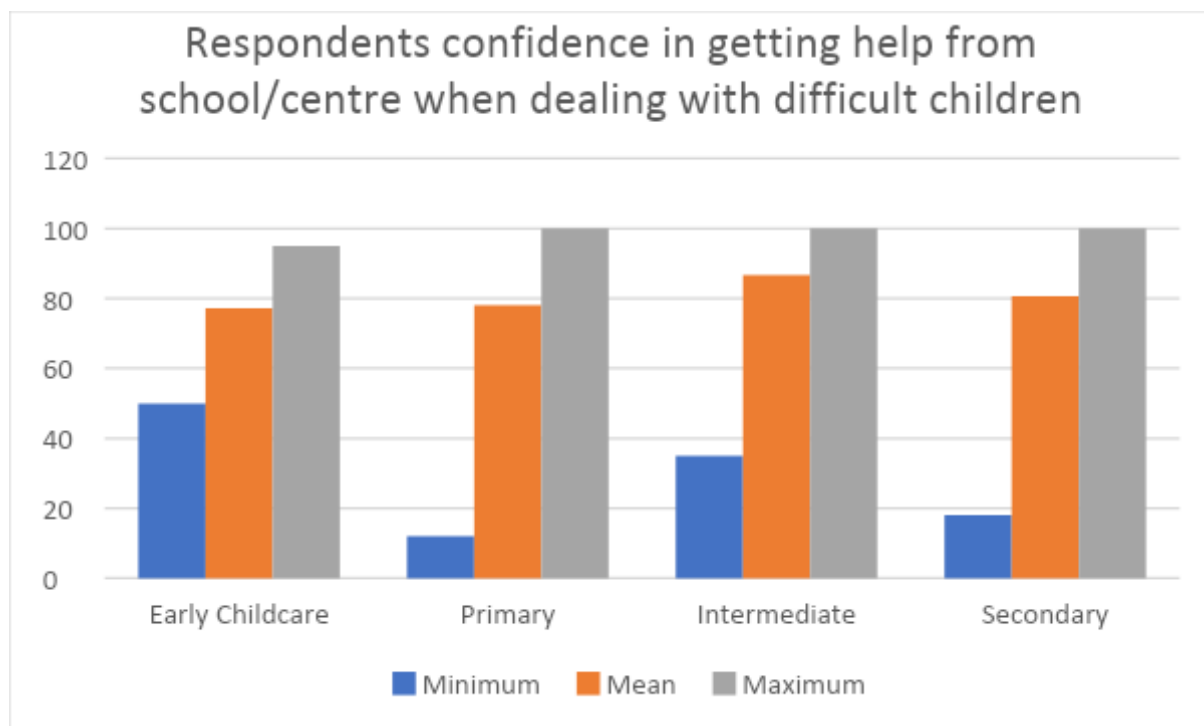
Q2: How confident are you teaching children with complex learning issues?



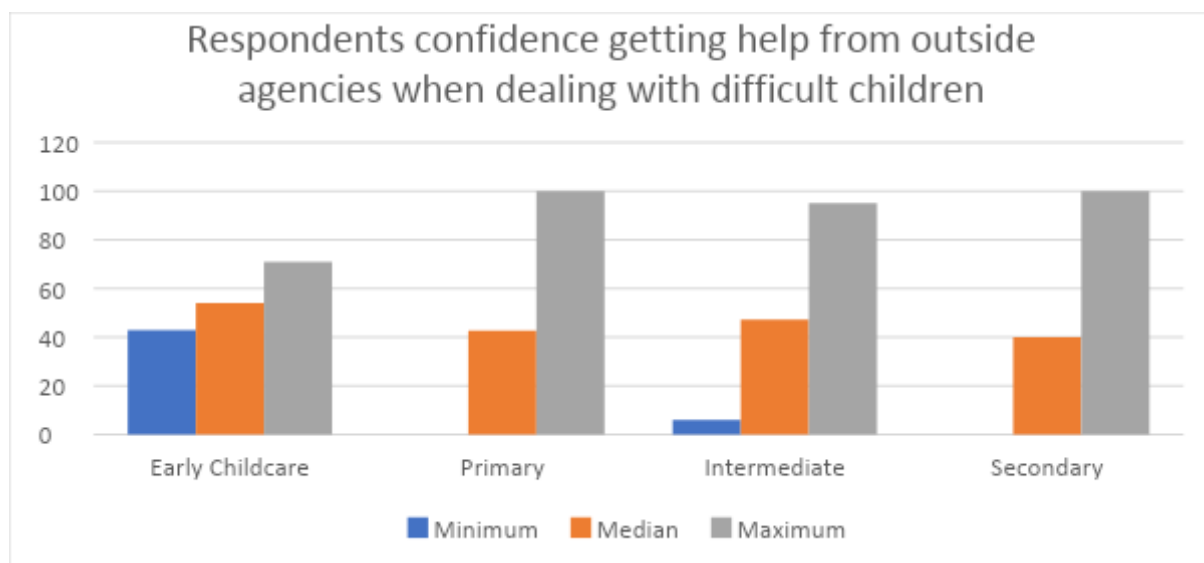
Q3: How confident are you teaching children with serious behavioural issues?



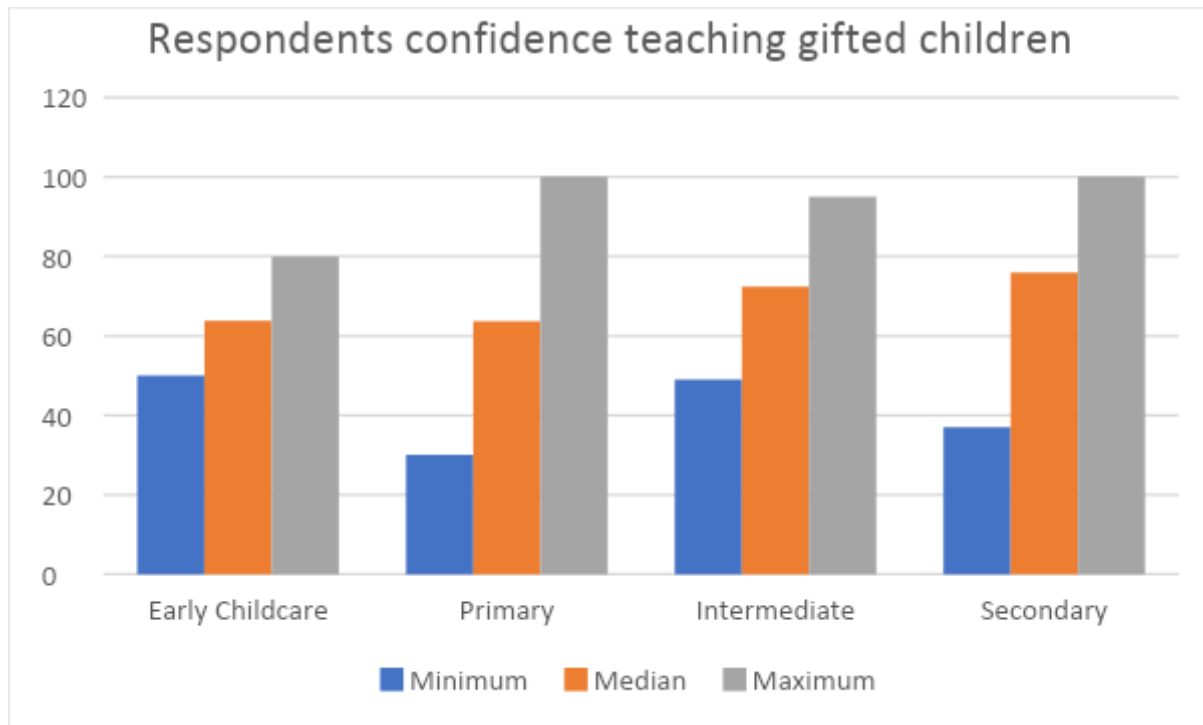
Q4: How confident are you that you can get help from your school/centre when dealing with difficult children?



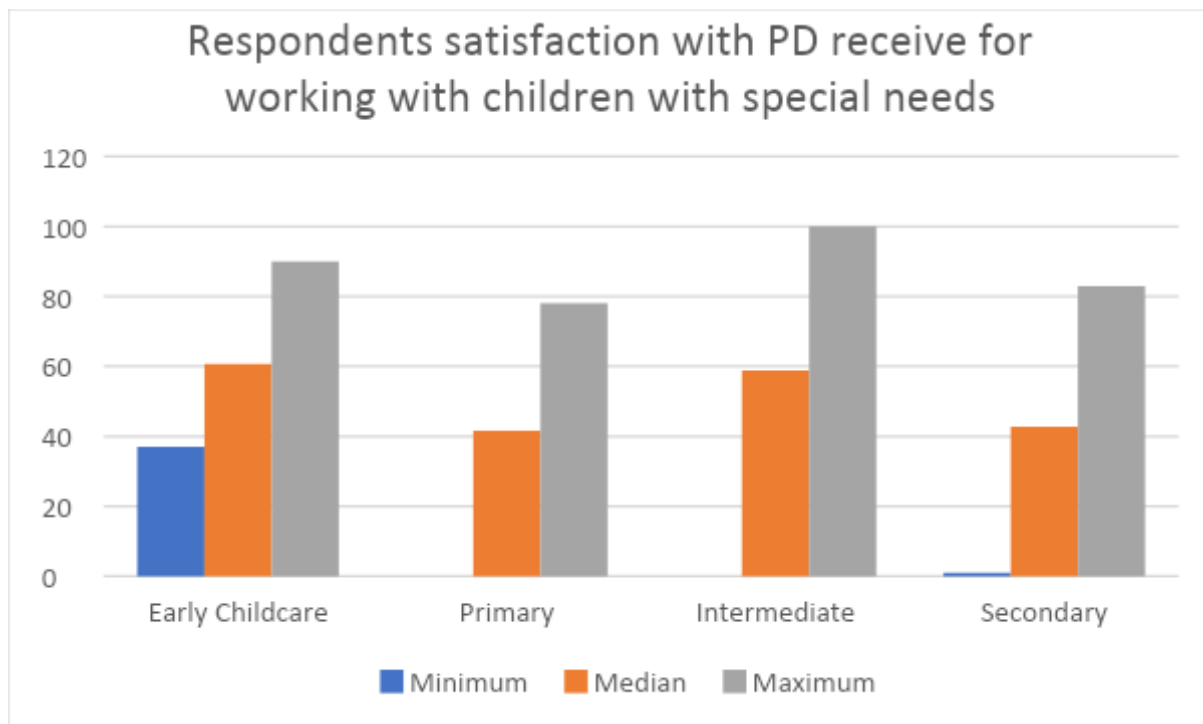
Q5: How confident are you that you can get help from outside agencies when dealing with difficult children?



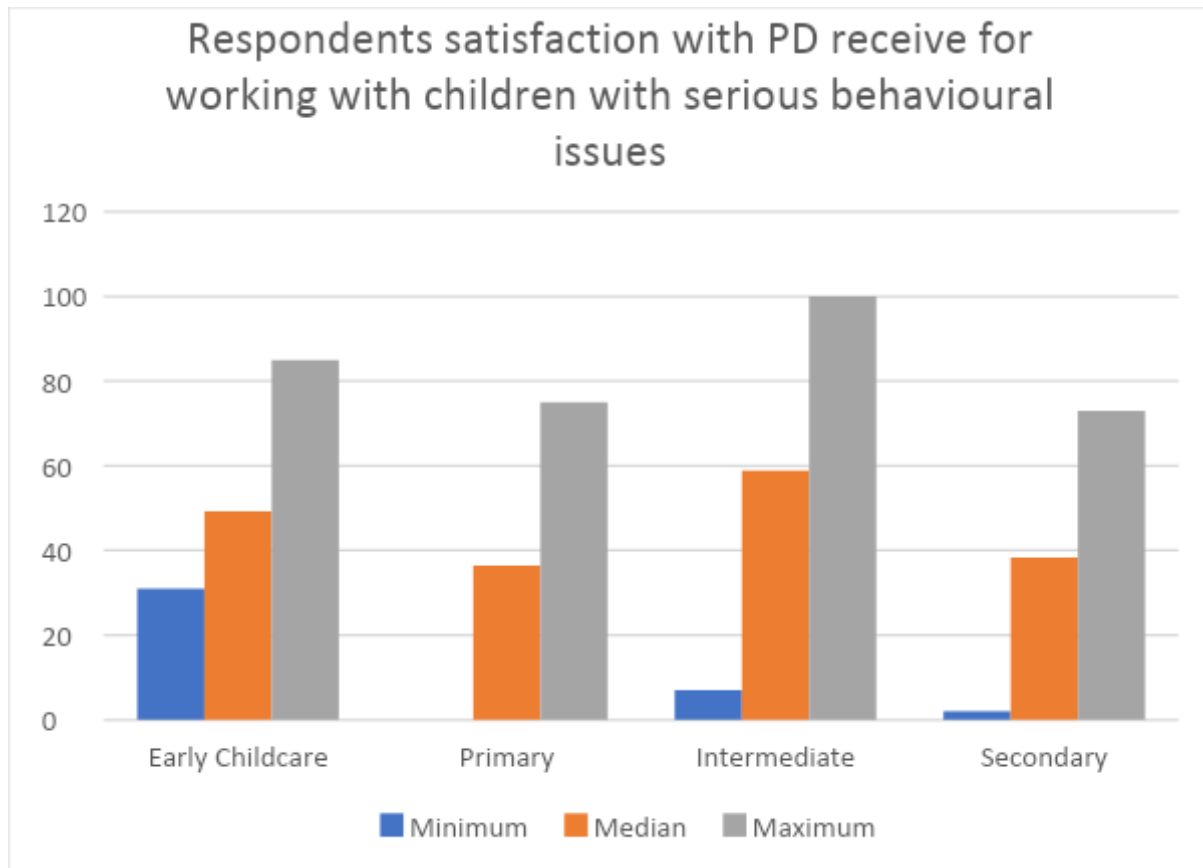
Q6: How confident are you teaching children who are gifted or who have a very specific talent?



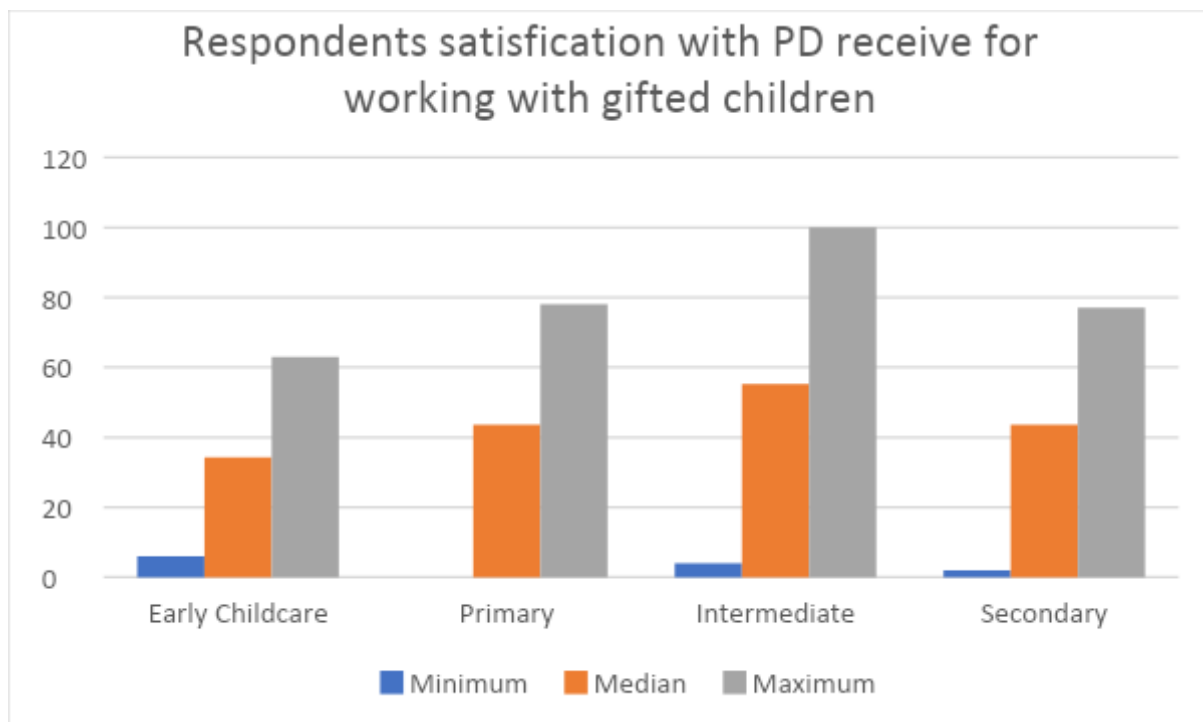
Q7: In your view, are you satisfied with the professional development you receive for working with children with special needs?



Q8: In your view, are you satisfied with the professional development you receive for working with children with serious behavioural issues?



Q9: In your view, are you satisfied with the professional development you receive for working with children who are gifted?



The Importance of Literacy:

Literacy is the written and oral language people use in everyday life and work. A person's literacy refers to the extent of their oral and written language skills and knowledge and their ability to apply these to meet the varied demands of their personal study and work lives (Tertiary Education Commission, 2009, p. 58).

Our community sees literacy and, in particular reading and oral language, as a key to well-being and our other challenges, including whānau engagement and an individual's progress towards their potential.

The Education Review Office in a report on reading

<https://www.ero.govt.nz/publications/reading-and-writing-in-years-1-and-2/>

highlights the difficulties some schools have in teaching reading effectively:

*Some teachers worked in **isolation** without having the opportunity to share or discuss reading achievement and teaching practices with others. A lack of **collaborative** discussion about reading assessments resulted in variability in the quality of reading programmes evident across the junior classes.*

*Size made it difficult for very small schools **to share assessment information**. In these schools the junior teacher often worked in relative isolation. However ERO found some small schools where assessments were reflected on and used to improve teaching. These teachers found ways to discuss children's reading assessments with a teacher in the senior school or the principal release teacher to encourage more collaborative decision making.*

Many of the schools in our community are small; some struggle to meet with other teachers to discuss what works and what doesn't work. A collaborative approach to teaching reading will be of benefit to our teachers and the learners in our schools.

Our desire to better communicate as a community of learning with whānau would address another barrier to reading as seen by ERO:

*Although parents had many informal opportunities to find out about their child's reading, **some did not know about their child's achievement** or progress. This will be addressed via Challenge Three - Strong Connections.*

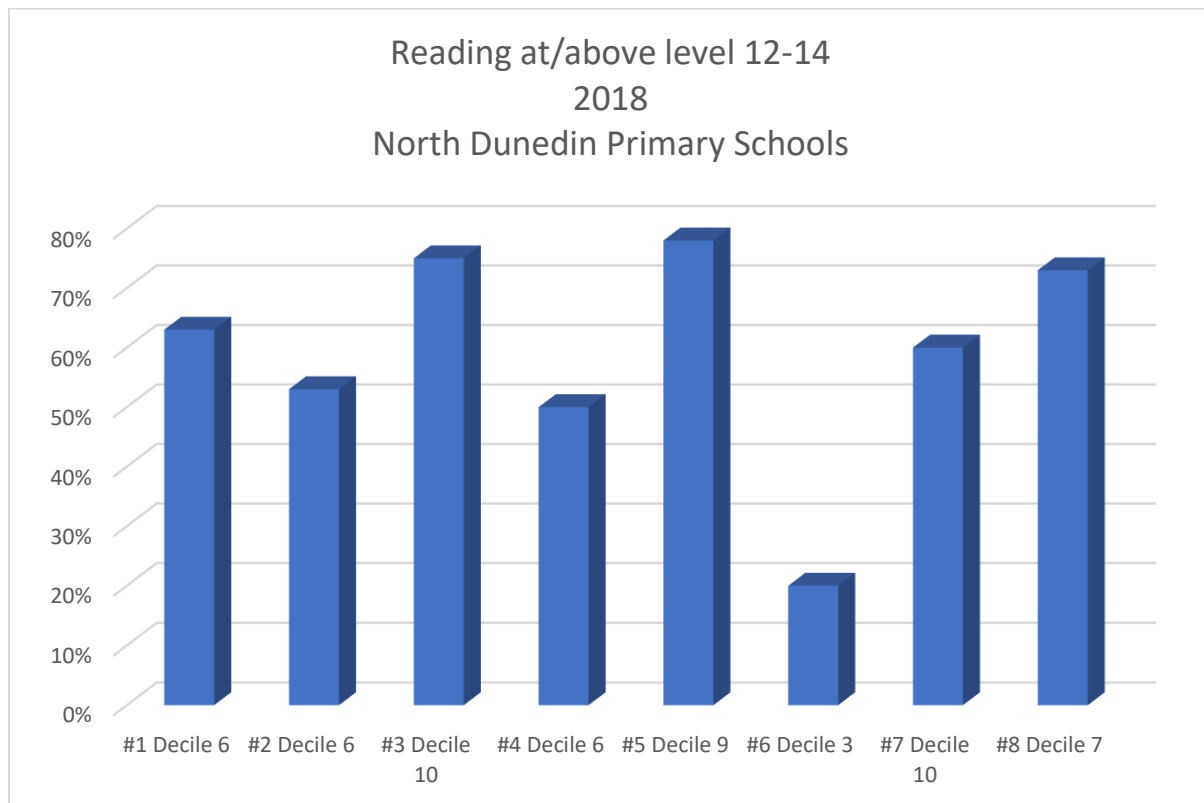
Our challenge to develop deeper student agency will deal with their concern that: **Children's lack of awareness about their progress**, and/or how they could improve, reduced motivation and enthusiasm for reading.

One school reports in their Statement of Variance 2018 the following about reading progress in their early years:

Of the 66 children in the junior syndicate, 52 are reading at or above our school's benchmark in reading. 14 children are reading below the expected level. These children are identified and given extra time with teacher aides, or are taken into the Reading Recovery

Programme. Out of these 14 children, one child is ORS funded, 4 children are ESOL students, 2 children are on the ASD spectrum and 2 children started school well after their fifth birthday and 2 had very limited language experiences as they only started talking at the age of 4. One child started at our school in late term 2 with major family issues and limited schooling.

Schools across the community have varied results in reading after one year at school:



We will collate and analyse reading levels at three critical points and aim **to lift reading scores** to level 14 of the ready to read scale by the end of a child's first year at primary school. This improvement will aid in developing student voice.