

25 June 2015

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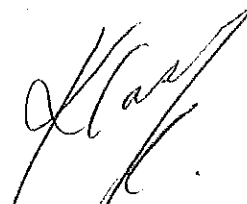
**Education Report: Blenheim Community of Schools –
Achievement Challenges Endorsement**

Recommended Actions

We recommend that you:

- a. **note** the progress that the Blenheim Community of Schools has made in developing its achievement challenges and high level plan; and
- b. **agree** to endorse the Blenheim Community of Schools' achievement challenges and plan.


AGREE / DISAGREE


Katrina Casey
Deputy Secretary
Sector Enablement and Support

Encls



Hon Hekia Parata
Minister of Education

28.7.15

This is an outstanding
exemplar! And as the Trust ever
sets a very high standard.
Timi Pai!

Education Report: **Blenheim Community of Schools – Achievement Challenges Endorsement**

Purpose of Report

1. This report seeks your endorsement of the Blenheim Community of Schools (COS) achievement challenges and high level plan.

Background

2. In December 2014 you gave approval for the establishment of the first 11 COS as part of Investing in Educational Success. The Ministry has since been supporting these Communities to design a process for working with their parent communities to identify their achievement challenges. We have been ensuring that the schools have access to any data, information and support they need for this.
3. The Blenheim COS was one of the COS established in December 2014. We have been working closely with this COS to support them to develop their achievement challenges and plan. The COS has made excellent progress, particularly given the potential coordination challenges posed by its size (21 schools) and has demonstrated strong leadership that has kept it on track and focused on achievement.
4. The Blenheim COS consists of 21 schools; 18 primary schools, 1 intermediate and 2 high schools (boys and girls). The COS has 5,570 students. The ethnic breakdown of the COS is represented in Table 1.

Table 1. Number of Blenheim COS students by ethnic group.

Ethnic Group	Rolls	
	Number	Percent
Māori	1,017	18.3
Pasifika	253	4.5
Asian	173	3.1
MELAA	57	1.0
Other	51	0.9
European/ Pākehā	4,006	71.9
International Fee-Paying	13	0.2
Total	5,570	

Endorsement of Achievement Challenges and Plan

5. On Tuesday 12 May 2015 the Blenheim COS held a community consultation evening about their proposed achievement challenges and plan, seeking input and feedback. Over 120 people attended the meeting.


6. The COS has now finalised their achievement challenges and high level plan and submitted them for endorsement.
7. The COS has identified 4 high level challenges (refer to Appendix 1,) which relate to:
 - Writing
 - Reading
 - Mathematics
 - NCEA Level 2
8. For each challenge there are clear numbers and percentage increases of students that they intend to raise the achievement of, as well as clear and consistent time lines for this to happen in. There are also clear targets for Māori and Pasifika students across their pathway. 
9. A summary of the achievement challenges is displayed in Table 2.

Table 2. Summary of Blenheim COS Achievement Challenges

Achievement Challenge	Number of Students and Time Frame
Mathematics 641/3115 (20.6%) students Year 1 to 8 are below the standard. Māori 138/524 (26%) Pasifika 69/136 (51%)	Aim to reduce this to 467 or less (85% or greater success rate) by 2017. Aim to reduce this to 78 or less (85% or greater success rate) by 2017. Aim to reduce this to 20 or less (85% or greater success rate) by 2017.
Reading 500/3115 (16%) students Year 1 to 8 are below the standard. Māori 117/524 (22%) Pasifika 54/136 (40%)	Aim to reduce this to 467 or less (85% or greater success rate) by 2017. Aim to reduce this to 78 or less (85% or greater success rate) by 2017. Aim to reduce this to 20 or less (85% or greater success rate) by 2017.
Writing 748/3115 (24%) students Year 1 to 8 are below the standard Māori 162/524 (31%) Pasifika 61/136 (45%)	Aim to reduce this to 467 or less (85% or greater success rate) by 2017. Aim to reduce this to 78 or less (85% or greater success rate) by 2017. Aim to reduce this to 20 or less (85% or greater success rate) by 2017.

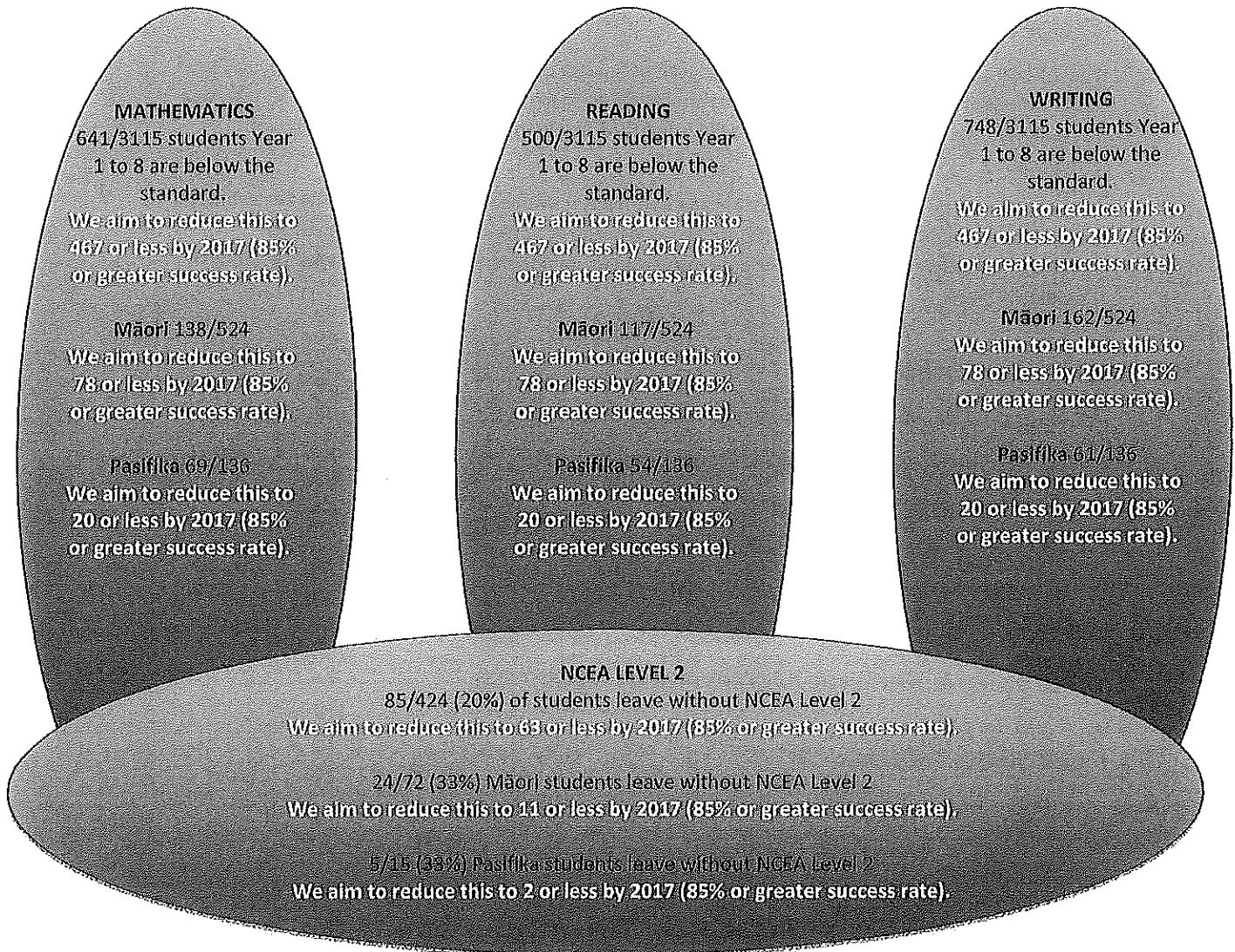
This is great!

NCEA Level 2 85/424 (20%) students leave without NCEA Level 2	Aim to reduce this to 63 or less (85% or greater success rate) by 2017.
24/72 (33%) Māori students leave without NCEA Level 2	Aim to reduce this to 11 or less (85% or greater success rate) by 2017.
5/15 (33%) Pasifika students leave without NCEA Level 2	Aim to reduce this to 2 or less (85% or greater success rate) by 2017.

10. The associated planning that shows the background thinking and consideration that has gone into how the COS developed the challenges is a part of Appendix 1. The information provided clearly demonstrates that the schools have worked closely together and made good use of data to consider the needs of all of their students across Years 1-13. It shows that extensive thought and effort has been made in developing the challenges articulated in Table 2.
11. The high level plan for how the COS intends to tackle its achievement challenges is attached as Appendix 2. The plan articulates the steps and processes the COS intends to take in order to make the required shifts across all schools to support the achievement challenges.

INVESTING IN EDUCATIONAL SUCCESS - IES
Blenheim Community of Schools (2BCOS)
2015 – 2018
Executive Summary

We have identified the following achievement challenges



Background

Blenheim Community of Schools 1 & 2 is made up of 21 schools in the Blenheim Region:

In alphabetical order:

Blenheim School, Bohally Intermediate, Fairhall School, Grovetown School, Marlborough Boys', Marlborough Girls', Mayfield School, Rapaura School, Redwoodtown School, Renwick School, Richmond View School, Riverlands School, Seddon School, Spring Creek School, Springlands School, St Mary's School, Tua Marina School, Wairau Valley School, Ward School, Whitney Street School, Witherlea School

The BCoS's are part of the Marlborough Principals Association (primary and secondary), which has worked together on a variety of teaching and learning projects, over a long period of time, to raise student's achievement.

There are only two secondary options in this area: MGC and MBC so the natural pathway for the majority of students in these 21 schools is to one of the two colleges.

Process for Engagement

The 2BCoS has met as a whole group and because of the size of the 2BCoS established a Working Group to do the initial planning. At various stages the group met to discuss progress before the draft plan was presented to the Boards of Trustees for review and then finally to the combined community for feedback.

The 2BCoS used Google to share 2013 data and information, with each school entering its achievement data and the planning group sharing its progress and giving opportunity for each school to give feedback. Schools agreed to take individual responsibility for sharing the information with their own Boards and staff.

Overall Outline:

The 2BCoS has identified two Achievement Challenges focus areas:

Literacy & Numeracy – Achieving Standard

Underachievement – Achieving Potential

Underpinned by the

"Wellbeing Kete"

1. Literacy & Numeracy Achievement Challenges

Initial Analysis of Data

The analysis of achievement data has identified the following areas as the initial achievement challenges for our 2BCOS

1. 21% (85/424) of students leave school without NCEA Level 2.
2. 33% (5/15) of Pasifika leave school without NCEA Level 2
3. 34% (24/72) of Maori leave school without NCEA Level 2.
4. 57.5 % of students do not go on to tertiary study (Level 4+ qualification).
5. % of students Year 1 to 10 are not meeting expectations including achieving at or above National Standards in Writing
 - Year 1 – 8: 24.6% (748 / 3115)
 - Year 9 – 10: Data not available
6. % of students Year 1 to 10 are not meeting expectations including achieving at or above National Standards in Mathematics
 - Year 1 – 8: 20.6%, (641 / 3115)
 - Year 9: 16.5%
 - Year 10: 15.9%
7. % of students Year 1 to 10 are not meeting expectations including achieving at or above National Standards in Reading
 - Year 1 – 8: 16.6% (500 / 3115)

- Year 9: 15%
 - Year 10: 14%
8. % of Maori students not achieving the National Standard
- Year 1-8 – Maths:26.3% (138/524), Reading 22.9% (117/524) Writing.31.4%, (162/524)
 - Year 9 – Maths:19%, Reading 21%
 - Year 10 - Maths:28%, Reading 26%
9. % of Pasifika students not achieving the National Standard
- Year 1-8 - Maths 50.7% (69 /136), Reading 39.7% (54/136) Writing.44.6% (61/136)
 - Year 9 – Numbers are too few to provide valid data
 - Year 10 - Numbers are too few to provide valid data
10. All Special Needs Students (ORs + HLN) are progressing against the goals set in their Individual Education Plans.

2BCos Literacy and Numeracy Achievement Targets

The immediate focus of the 2BCos is to achieve the BPS Target of 85% by the end of 2017. The aspirational target for the 2BCos is 90% or better by or beyond 2017.

A Writing: By the end of 2017

- *85% of all Year 1-8 students will be achieving at or above The National Standard*
- *85% of all Year 9-10 students will be achieving at or above the expected standard.*

Target Groups:

- Boys from 67.2%
- Maori from 68.6%
- Pasifika from 55.4%

B Maths: By the end of 2017

- *85% of all year 1-8 students will be achieving at or above the National Standard.*
- *85% of all Year 9-10 students will be achieving at or above the expected standard in mathematics.*
- *90% of secondary school leavers will have achieved NCEA Level 1 Numeracy.*
- *90% of Maori secondary school leavers will have achieved NCEA Level 1 Numeracy.*
- *90% of Pasifika secondary school leavers will have achieved NCEA Level 1 Numeracy.*
- *90% of secondary school leavers will have achieved NCEA Level 1 Numeracy*

Target Groups:

- Boys from 77.2%
- Maori from 73.7%
- Pasifika from 49.3%

C Reading: By the end of 2017

- *85% of all Year 1-8 students will be achieving at or above the National Standard*
- *85% of all Year 9-10 students will be achieving at or above the expected standard*

Target Groups:

- Boys from 78.9%
- Maori from 77%
- Pasifika from 60.3%

D Literacy: By the end of 2017

- *90% of secondary school leavers will have achieved NCEA Level 1*
- *90% of Maori secondary school leavers will have achieved NCEA Level 1*
- *90% of Pasifika secondary school leavers will have achieved NCEA Level 1*
- *65% of secondary school leavers will have achieved NCEA Level 2*
- *85% of Maori secondary school leavers will have achieved NCEA Level 2*
- *85% of Pasifika secondary school Maori leavers achieve NCEA L2*

E Tertiary: By the end of 2017

- *60% of secondary school leavers go on to achieve a tertiary qualification Level 4 or above.*
- *60% of Maori secondary school leavers go on to achieve a tertiary qualification Level 4 or above.*
- *60% of Pasifika secondary school leavers go on to achieve a tertiary qualification Level 4 or above.*

2. Underachievement Challenges

The Primary to Secondary Pathway

The data shows that the majority of students remain engaged in their Primary and Secondary Schools. Some of the barriers to the success of the pathway for some students include:

- Levels of transience for Maori (23.6%) and for Pasifika (21.7%)
These are students who moved schools twice or more between 1 March and 1 November 2012, though the figures have reduced slightly in the last two years.
- There is a lower than national level of participation in tertiary study 57.9% overall of 19 year olds from this 2BCoS.
- Academic achievement in the basic competencies indicate the 85% BPS by 2017 will not be achieved equitably ie for all groups without intervention. In particular the following areas are currently barriers to the successful pathway for learners. (refer Data Charts for 2BCoS).

Writing

Overall the achievement rate is 75.4% At or Above the National Standards. Girls are doing better (84.5%) only 67.2% of boys are meeting the standard, 68.6%, Maori and 55.4%. Pasifika This is seen as the biggest challenge for the 2BCoS and the successful pathway for learners.

Maths

Overall the achievement rate is 79.4% At or Above National Standards. Girls are on track to meet the 85% target by 2017, but other groups are not – 77.2% boys, 73.7% Maori, and 49.3% Pasifika. This is seen as the second biggest challenge for the 2BCoS, especially for Pasifika, Maori, and boys.

Reading

The 2BCoS is overall on track to meet the 85% BPS primary target. Reading achievement is a challenge for some boys (78.9%), Maori (77.1%) and Pasifika (60.3%).

For all learning areas English as a second language is a major factor for Pasifika and Asian students with many arriving at school with little or no English. This is a barrier the 2BCoS will look to address.

The 2BCoS is not on track overall to meet the BPS target of 85% NCEA L2 by 2017 for all 18 year olds. Of concern is that Maori and Pasifika learners are not meeting the standard to the same degree as their peers

The 2BCoS has identified that this part of the pathway is a major focus. It has discussed the need to identify the students early in the pathway ie in the primary years so that targeted intervention can successfully raise these levels. For the secondary - retaining Maori retaining students beyond the age of 16 is seen as a major barrier to address.

2BCoS Underachievement Target

- *Increasing the percentage of students, who are currently achieving at, who have the potential to be achieving above.*
- *Increase the percentage of students achieving above National Standards by 10% for Reading, Writing and Mathematics and by 10% in NCEA with Level 1 and 2 endorsements.*

3. Wellbeing Kete

Underpinning the achievement of the 2BCoS targets is the recognition that the wellbeing of students is essential. An unhappy, unhealthy or absent child is less able to learn. The establishment of the Marlborough Children's Team is evidence that there are significant numbers of vulnerable children in the community served by the CoS.

Modern Learning Practices: Preparing children for a 21st Century workforce where the skills of creative thinking, questioning, critical analysis, problem solving, team work and entrepreneurship will be critical to the success of students.

The Blenheim 2BCoS has identified that while the majority of students who remain at school achieve NCEA Level 2, that the majority of those students who leave at / before the age of 16 leave without NCEA Level 2.

Leavers data shows that the majority of these students (MGC 37 students and MBC 35 students) are leaving to attend community college or NMIT (i.e. level 1-3 courses). It must be recognised that both Community College and NMIT offer free courses to under 18 year olds and offer different programmes than those available at the Colleges i.e. they offer a greater range of vocational courses. Students also go to apprenticeships or work. As census data indicates Marlborough has a lower than national rate of unemployment.

The data also shows that while MGC has above national average rates for students entering Level 7+ tertiary courses (33.3% (61) students compared with 25.5% nationally); only 16.8% , 31 MBC students progress to university courses. 32.6% of MBC students going onto L4-6 courses (including apprenticeships).

The key issue for the CoS is that this data shows that a higher % of Maori students leave at / or before 16 years of age compared to other ethnicities. 50% of Maori leavers left without NCEA Level 2 compared with 30% European.

Retaining students at school to enable them to achieve NCEA Level 2 as a minimum qualification is key to their lifelong choices and opportunities.

Work will be done to address these issues and strengthen what is already working including:

- Gathering further data through the NZCER Wellbeing Tool. This will provide student and parent family whanau voice
- Engaging with our communities especially Iwi and Pasifika, and other cultural groups addressing engagement, attendance and retention.
- Working with agencies and The Children's Team supporting transitions
- Building on the current inclusive practices
- Reduce the levels of the stand-downs and suspensions particularly for boys and for Maori and Pasifika. (73 Stand downs, 29 Suspensions : Levels 1 – 13 : 2013)
- Improve the retention rates i.e. numbers of students staying at school until age 17. Currently 79.7% of males and 80.7% of females remain in school (70.8% Maori, 73.3% of Pasifika, 80% Asian, 82.3% European/Pakeha). If students are not in school then they can't gain the qualifications that will provide them with the platform for future success and options in life.
- Address the transient rates per 1000. 10.5, Maori 23.6, Pacific 21.7.

This work will provide the foundation upon which the 2BCoS can build and address the achievement challenges it has identified.

Reporting

The 2BCoS will report termly to all Boards of Trustees on progress towards meeting the identified achievement challenges.

What have schools in the 2BCoS already achieved?

The schools have been involved in a number of professional development and initiatives to address the above challenges. These have included:

Literacy:	ALL - Accelerated Literacy Learning Reading Together Sheena Cameron / Louise Dempsey Workshop
Maths:	Numeracy Master Specialist teacher ALIM - Accelerated Learning in Maths
Science:	MOE Contract PD
Health and Well being:	PB4L- 5 schools Incredible Years Teacher e-Learning Initiatives Modern Learning Practices - Early Work across the 2BCoS
Youth Guarantees:	TOTSA – Award winning programme. This has developed links with employers that the COS will build on. ART - Achievement, Retention and Transition. STAR Gateway
Gifted and Talented	Both Colleges
Kahikitia Initiative	
Kia Eke Panuku	Culturally responsive and relational pedagogy focusing on raising Maori achievement in the secondary setting

Provision of Māori Medium Education

A number of schools have provision for students who wish to learn in Maori. This includes:

- Marlborough Girls College and Marlborough Boys' College both offer:
 - Te Reo Year 9-13
 - Te Waharoa Maori Performing Arts
 - Through TOSTA Manaaki Tāpoi - a block course focusing on Maori tourism

The pathway is not strong from two preschool (Kohanga) through the compulsory sector. There is interest from Omaka Marae to work on this and as part of engaging with their Iwi the BCoS's will be involved in these discussions.

All schools currently analyse their data and base their annual targets, strategic and annual plans on this data. This is an area the BCoS's will work to strengthen further – using the knowledge and skills of individuals to build across all schools.

Strengths of the 2BCoS

ECE participation:

Overall the participation rate for the 2BCoS is high and there is an expectation that the BPS of 98% participation in 2016 will be achieved. The data (see appendix Data Charts for 2BCoS) shows the rates as: 95.5% overall, 94.1% Maori, 82.4% Pasifika and data is not available for Asian. There are growing numbers of Pasifika students and the recent establishment of Pasifika ECE centres indicate these needs as being met.

The 2BCoS is confident that the start of the pathway for its children has a strong foundation. One area that will need further analysis by the 2BCoS when it starts will be ways to support the Maori medium. Omaka Marae has indicated a desire to discuss this with the 2BCoS.

Tertiary

There are strong links with tertiary institutions through

- School partnerships such as MGC offering hairdressing Level 2 and 3 in conjunction with Community College
- The TOSTA programmes with NMIT and Whenuiti
- A range of institutions through STAR and Gateway Programmes
- Ongoing discussions with NMIT re future consultation opportunities
- Liaison personnel representing Tertiary institutions visiting the Colleges on an annual basis to meet with students. The Careers Evening offered annually.

The 2BCoS is aware of the need to address in the action plan the below average rate of students going on to Level 4+ qualifications.

Blenheim Protocols

The Marlborough Community, of which the 2BCoS schools are part of, has an agreed protocol that all students remain engaged in schools within the community. This applies particularly to students that are excluded. Primary schools also have a protocol that should a parent wish to move their child between schools through the year, the principals of the relevant schools contact each other in order that there is open and honest conversation regarding the reasons for the move, in order to ensure that, whether the child moves or not, they are at the center of the decision. With a number of changes of principals, it is timely for the 2BCoS to revisit and confirm these protocols and extend to the secondary level as appropriate – seeking ways to achieve them.

Modern Learning Practice – A number of the schools have worked on MLP and 21st century learning and this is an umbrella vision for the 2BCoS

The secondary schools have engaged in discussions with NMIIT and employers. This has resulted in the success of the TOTSA Academy and other partnerships. Building on this further will be an area the 2BCoS will develop to extend the pathway and raise the numbers of students attaining NCEA L2 and tertiary qualifications.

The 2BCoS has identified that transitions are an area they will explore further and look to strengthen. The traditional ones are ECE to primary, primary to intermediate, intermediate to secondary, secondary to tertiary/employment.

The data suggests the priorities are to investigate first and strengthen the following transitions:

- Into school at 5
- Year 6 to 7 for those going to intermediate
- Year 8 to 9
- Year 10 to 11
- Year 12/13 to tertiary and employment

As a 2BCoS we will make a commitment to be actively involved and support the Picton and Kaikoura CoSs which are within the Marlborough Educational Community.

The 2BCoS will review its targets annually

Plan and Progress

The size of our 2BCoS is such that as outlined on the overview, the more detailed analysis and planning will be developed once the resources are in place. This will include the following:

Development of an agreed Governance Model

- The Boards will agree their governance model and this discussion has started. Whatever the model the actions will include:
 - Appointment of key resources
 - Approval of the Achievement Plan
 - Development of detailed Annual/Strategic Plans for the 2BCoS
 - Integration of the 2BCoS actions/goals into the Strategic/Annual Plans of individual schools
 - Identification of shared resources, skills etc available across the 2BCoS
 - Format of the reporting to each individual school and across the 2BCoS to its Boards, communities about progress against the targets and challenges.
- Consultation with local Iwi – Rangitane, Ngati Apa, Ngati Kuia, Ngati Koata, Ngati Rarua, Ngati Toa, Ngati Tama, Te Ati Awa.
- Ongoing consultation with individual schools as well as across the whole community. This started on 12th May - the whole community was invited to a launch of The Achievement Challenge for the 2BCoS and this was the first whole community consultation.

**Challenge
Literacy & Numeracy Achievement - Reaching Standard**

Target Groups - Boys, Maori, Pasifika

- Writing:**
- By 2017 85% of all year 7-8 students will be At or Above The National Standard and Year 9&10 students At or Above the expected standard.
- Maths:**
- By 2017 85% of all year 1-6 students At or Above the National Standard.
 - By 2017 85% of all Year 9 and 10 students will be at or above the expected standard in mathematics.
 - By 2017 90% of secondary school leavers will have achieved NCEA level 1 numeracy.
 - By 2017 90% of Maori secondary school leavers will have achieved NCEA level 1 numeracy.
 - By 2017 90% of Pasifika secondary school leavers will have achieved NCEA level 1 numeracy.
- Reading:**
- By 2017 85% of all students At or Above the National Standard.
 - By 2017 85% of all Year 9 and 10 students will be at or above the expected standard in reading
- Literacy:**
- By 2017 90% of secondary school leavers will have achieved NCEA level 1 Literacy.
 - By 2017 90% of Maori secondary school leavers will have achieved NCEA level 1 Literacy.
 - By 2017 90% of Pasifika secondary school leavers will have achieved NCEA level 1 Literacy.
 - By 2017 65% of secondary school leavers will have achieved NCEA level 2 Literacy.
 - 85% of secondary school leavers achieve NCEA L2 by 2017.
 - 85% of secondary school Maori leavers achieve NCEA L2 by 2017.
 - 85% of secondary school Pasifika leavers achieve NCEA L2 by 2017.
- Tertiary**
- 60% of secondary school leavers go on to tertiary qualification Level 4 or above by 2017.
 - 60% of Maori secondary school leavers go on to tertiary qualification Level 4 or above by 2017.
 - 60% of Pasifika secondary school leavers go on to tertiary qualification Level 4 or above by 2017.

Actions to Meet the Outcome

- Analyse data across schools.**
Look at data within and across sectors including early childhood and tertiary
- Establish a shared understanding of a baseline standard
 - Share how data is analysed
- Share current learning practices**
Look at developing a community of practice using research and evidence to inform teaching and learning practices to support students reaching their full potential
- Share effective teaching and learning practices that support literacy and numeracy progressions
 - Share effective professional development practices e.g. Instructional rounds / triples, PACT
- Developing leadership capability**
Look at strengthening leadership within and across all sectors in order to enhance student achievement
- Coach and mentor staff to implement learning practices
 - Develop evaluative capability e.g. self-review
- What We Will See Happening Differently?**
- Ongoing work with early childhood and tertiary to strengthen our common understanding of standards and transition needs
 - Ongoing cross sector and inter-agency collaboration to strengthen common understandings and 'best practice'
 - Common standards and assessment practices used by all teachers within schools, primary and secondary sectors, in the Blenheim Community of Schools
 - Moderation teams (within sectors and across sectors)
 - Improvement in literacy and numeracy results

**Challenge
Underachievement - Reaching Potential**

Target Groups - Boys, Girls, Maori, Pasifika

- Our target is to increase the percentage of students achieving:
- above National Standards by 10% for reading, writing and mathematics
 - 10% in NCEA, Level 1 and 2 endorsements.

Actions to Meet the Outcome

Investigate and unpack the relevant research

Look at effective strategies, including motivational, for students, teachers to know and understand in order that they achieve their full potential

- Carol Dweck – Growth Mindset

Shared understanding of 'what is gifted and talented'

Look at developing a shared understanding within and across the sector, including early childhood and tertiary as to 'what is gifted and talented'

- Share criteria currently used and develop common criteria
- Share how data is analysed

Explore and investigating how best to engage with our Maori and Pasifika Communities

Look at working with the communities in order to develop a understanding as to how teaching and learning for their children can better reflect their cultural learning practices.

- Combined hui

Explore and investigate the resources within the local community

Look at what resources in the local community, other than educational, can support students who are underachieving

What We Will See Happening Differently?

- Children reaching their individual potential
- Ongoing cross sector and inter-agency collaboration to strengthen common understandings and 'best practice'
- Improvement in results
- Retention of students in education
- Students accessing a wider range of opportunities

The Blenheim Community of Schools
Literacy and Numeracy - Underachievement - Wellbeing Kete

The Wellbeing Kete

Underpinning the achievement of the 2BCoS targets is the recognition that the wellbeing of students is essential. An unhappy, unhealthy or absent child is less able to learn. The establishment of the Marlborough Children's Team is evidence that there are significant numbers of vulnerable children in the community served by the COS.

Modern Learning Practices: Preparing children for a 21st Century workforce where the skills of creative thinking, questioning, critical analysis, problem solving, team work and entrepreneurship will be critical to the success of students.

**In order for this to be achieved for all students in Marlborough,
the following actions will be taken:**

Investigate and unpack the relevant research

Look at the indicators and strategies for students, teachers - know, understand and use effective indicators and strategies to improve the wellbeing of students that enables all students to achieve to their potential

- Wellbeing tool: <http://www.nzcer.org.nz/tests/wellbeingschool>

Analyse data across schools

Look at attendance, transients, stand downs, suspensions, pastoral care, learning, retention, CAHMs Southern Regional Health

- Establishing baseline data across the community
- Share how data is analysed
- Establish a common methodology
- Explore how best to use local resources (Iwi, RTL, Children's team)

Develop a common set of agreed understandings of key indicators to identify and support 'at risk' students

Look at moderate and high learning needs, low income

- Establish Marlborough schools / agency practice for school transitioning students; working with newly enrolled transient students, behaviour

Share practices as to how we engage with our communities

Look at whanau, families, pasifika,

- Which strategies work and don't work - why? why not?
- What opportunities can we provide to share as a community?

Work with agencies and The Children's Team supporting transitions.

Build on inclusive practices

Decrease levels of stand downs and suspensions

Increase retention rate of students staying at school until age 17

What We Will See Happening Differently?

- Children reaching their individual potential
- Ongoing cross sector and inter-agency collaboration to strengthen common understandings and 'best practice'
- Improvement in wellbeing indicators
- Improvement in attendance data
- Improvement in retention data
- Schools working collaboratively to support families, whanau e.g. individually and through parent education
- Increased engagement by parents in the life of the schools