

16 June 2016

IM60/104/52/3

**Education Report: Ōpōtiki Community of Learning –
achievement challenges endorsement**

Executive Summary

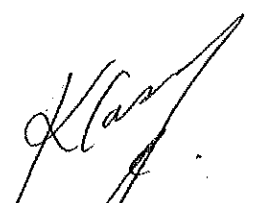
1. This report seeks your endorsement of achievement challenges and the associated high level plan for the Ōpōtiki Community of Learning (CoL).

Recommended Actions

We recommend that you:

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

AGREE/DISAGREE


Katrina Casey
Deputy Secretary
Sector Enablement and Support

Encls


Hon Hekia Parata
Minister of Education

30/6/16

Education Report: Ōpōtiki Community of Learning – achievement challenges endorsement

Purpose of Report

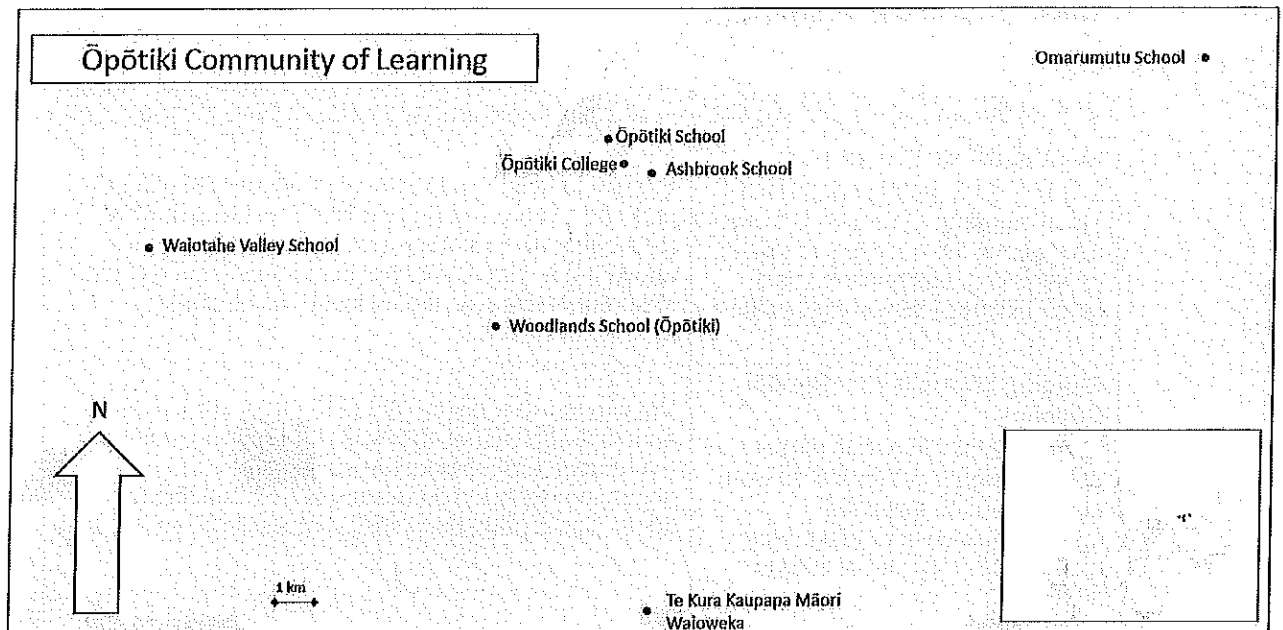
1. This report seeks your endorsement of the Ōpōtiki Community of Learning (CoL) achievement challenges and high level plan.

Background

2. In December 2014 you gave approval for the establishment of the first eleven Communities of Schools as part of Investing in Educational Success. The Ministry has since been supporting these and subsequent Communities (117 in total) to design a process for working together and with their 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 Ōpōtiki CoL has developed its achievement challenges. The Ministry has been working closely with this CoL to support it through this process, and the CoL has made good progress.
4. The achievement challenges are attached as Appendix 1 and include information about the CoL and the proposed high level plans.

Ōpōtiki Community of Learning

5. The Ōpōtiki Community of Learning (CoL) was approved in August 2015, with an additional school joining the CoL in May 2016.
6. The Ōpōtiki CoL consists of seven schools: six primary schools and one secondary school. These are: Ashbrook School, Omarumutu School, Ōpōtiki School, Te Kura Kaupapa Māori o Waioweka, Waiotaha Valley School, Woodlands School, and Ōpōtiki College. The CoL has 1,206 students, of whom 1,049 identify as Māori and 17 as Pasifika.
7. 87% of the CoL identifies as Māori; there are, therefore, specific targets within most of the achievement challenges that are designed to ensure that Māori students have equitable outcomes in the future.
8. Due to the focus of new leadership at Ōpōtiki College, achievement levels have already improved between 2014 and 2015 (see Table 1), and the CoL is seeking to build on this.



Endorsement of Achievement Challenges and Plan

9. The CoL has now finalised the achievement challenges and high level plan and submitted them for endorsement.
10. The CoL has identified six high level achievement challenges (refer to Appendix 1) which relate to:
 - Reading/Pānui (for Years 1-8 and for Years 9-10);
 - Writing/Tuhituhi;
 - Mathematics/Pāngarau (for Years 1-8 and for Years 9-10);
 - Te Reo ā-Waha;
 - Science; and
 - NCEA Level 2.
11. A summary of the achievement challenges is displayed in Table 1.
12. For each challenge there are clear numbers and percentage increases for raising achievement, as well as clear and consistent time lines. There are also clear targets for Māori students across their pathway. Note that students at some of the primary schools may be learning in English medium and some in Māori medium, so the student numbers for achievement challenges will vary. The CoL has also predicted a rise in student rolls over the time frame, and Ashbrook is operating a new transition to level 2 immersion Māori Class for Years 1-3.

Table 1: Summary of Ōpōtiki CoL Achievement Challenges

Achievement Challenge	Number of Students and Time Frame
<p>Reading/Pānui (Years 1-8) In 2014, 60% (318 out of 531) of Māori students in Years 1-8 were at or above the national standard or Ngā Whanaketanga Rumaki Māori (NWRM) in reading or pānui.</p>	<p>We aim to raise this to 70% (471 out of 673) in 2016 and 78% (525 out of 673) in 2017, resulting in 85% (572 out of 673) of Māori students achieving at or above the relevant standard in reading/pānui by 2018. This represents a shift of at least 133 students.</p>
<p>Reading (Years 9-10 – Ōpōtiki College) In 2014, 21% (34 out of 160) of Māori students in Years 9-10 were at or above the expected curriculum level in reading. This rose to 61% (101 out of 166) in 2015.</p>	<p>We aim to raise this to 70% (116 out of 166) in 2016 and 75% (125 out of 166) in 2017, resulting in 85% (141 out of 166) of Māori students achieving at or above the expected curriculum level in reading by 2018. This represents a shift of at least 102 students.</p>
<p>Writing/Tuhituhi In 2014, 50% (265 out of 531) of Māori students in Years 1-8 were at or above the national standard or NWRM in writing or tuhituhi.</p>	<p>We aim to raise this to 63% (424 out of 673) in 2016 and 72% (485 out of 673) in 2017, resulting in 85% (572 out of 673) of Māori students achieving at or above the relevant standard in writing/tuhituhi by 2018. This represents a shift of at least 186 students.</p>
<p>Mathematics/Pāngarau (Years 1-8) In 2014, 63% (334 out of 531) of Māori students in Years 1-8 were at or above the national standard or NWRM in mathematics or pāngarau.</p>	<p>We aim to raise this to 73% (491 out of 673) in 2016, and 80% (538 out of 673) in 2017, resulting in 85% (572 out of 673) of Māori students achieving at or above the relevant standard in mathematics/pāngarau. This represents a shift of at least 117 students.</p>
<p>Mathematics (Years 9-10 – Ōpōtiki College) In 2014, 21% (34 out of 160) of Māori students in Years 9-10 were at or above the expected curriculum level in mathematics. This rose to 43% (73 out of 166) in 2015.</p>	<p>We aim to raise this to 57% (95 out of 166) in 2016 and 75% (125 out of 166) in 2017, resulting in 85% (141 out of 166) of Māori students achieving at or above the expected curriculum level in mathematics by 2018. This represents a shift of at least 102 students.</p>
<p>Te Reo ā-Waha In 2014, 65% (48 out of 74) of all students studying Te Reo ā-Waha in Years 1-8 were at or above the standard (Manawa Ora or Manawa Toa).</p>	<p>We aim to raise this to 68% (75 out of 111) in 2016 and 77% (102 out of 132) in 2017, resulting in 85% (123 out of 145) of all students achieving at or above the standard by 2018. This represents a shift of at least 15 students.</p>

In 2015, 34% (197 out of 573) Year 1-8 students took part in Te Reo ā-Waha.	The CoL is also considering ways to target more effective teaching programmes and strategies in order to lift participation.
Science (Ōpōtiki College) In the NZCER Science Test 2014-2015, 65% (108 out of 166) Year 9-10 students were achieving at or above expectations, although most were only at expectations.	We aim to have 85% (141 out of 166) of all Year 9-10 achieving at or above expectations in the NZCER Tool by 2018.
NCEA Level 2 (Ōpōtiki College) In 2015, 65% (53 out of 81) of school leavers left with NCEA Level 2.	We aim to have 79% (81 out of 103) of all school leavers leaving with at least NCEA Level 2 in 2016 and 85% (88 out of 103) by the end of 2017.

13. The CoL also intends to raise the level of participation by Māori students in NCEA science subjects to the same as non-Māori by 2018. This means that by 2018, 54% (116 out of 215) of Māori students will be taking science subjects at NCEA Level 1-3. Currently, Māori student participation in the sciences drops significantly beyond Level 1.

14. A breakdown of the priority learners by school is displayed in Table 2.

Table 2: Achievement Challenges' target groups for Ōpōtiki CoL – by school (2015 numbers)

Reading - Schools and number of Students			
School (English Medium only)	Number Māori students Below or Well Below	% Below or Well Below	Total Māori students
Ashbrook School	68	47.9	142
Ōpōtiki School	77	30.0	257
Waiotaha Valley School	21	31.8	66
Woodlands School	18	25.4	71
Reading - Totals			
Total Māori Below & Well Below		Total Māori	
184		526	

Writing - Schools and number of Students			
School (English Medium only)	Number Māori students Below or Well Below	% Below or Well Below	Total Māori students
Ashbrook School	98	69.0	142
Ōpōtiki School	96	37.4	257
Waiotaha Valley School	24	36.4	66
Woodlands School	23	32.4	71
Writing - Totals			
Total Māori Below & Well Below		Total Māori	
197		665	

Mathematics - Schools and number of Students			
School	Number Māori students Below or Well Below	% Below or Well Below	Total Māori students
Ashbrook School	68	47.9	142
Te Kura o Omarumutu School	13	23.6	55
Ōpōtiki School	92	35.8	257
TKKM o Waioweka	41	50.0	82
Waiotaha Valley School	26	39.4	66
Woodlands School	23	32.4	71
Mathematics - Totals			
Total Māori Below & Well Below		Total Māori	
171		665	

Te Reo ā-Waha - Schools and number of Students			
School	Number students Below or Well Below	% Below or Well Below	Total students studying the subject
Te Kura o Omarumutu School	3	23.1	13
TKKM o Waioweka	28	35.0	81
Te Reo ā-Waha - Totals			
Total Below & Well Below		Total Students	
31		94	

15. The associated planning that shows the background thinking and consideration that has gone into how the CoL developed the challenges is 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 1.
16. The high level plan for how the CoL intends to tackle its achievement challenges is attached as Appendix 1. The plan shows the steps and processes the CoL intends to take in order to make the required shifts across all schools to support the achievement challenges.

Investing in Educational Success - IES

Opotiki Community of Learning 2015-2018

E kore au e ngaro

E kore au e whakamā

E kaha nei ahau ki te kimi ki te rapu ko wai au

Our Whakatauaki derives from a waiata composed at Omarumutu Marae on the 5th March 1991 by Tawhiro Maxwell and Okeroa Huriwaka at a Wananga Reo Hui. After a discussion with Kaumatua, it was decided that this whakatauaki would best reflect the direction of our Community of Learning as it exemplifies the idea of personal identity and achievement.

The immediate focus of the COL is to achieve the BPS NCEA target of 85% by the end of 2017.

Background to the Opotiki Community of Learning

A Community of Learning is a group of schools which come together, along with their communities, to raise achievement for all tamariki and rangatahi by sharing expertise in teaching and learning and collaborating with each other. While the focus is on the primary and secondary educational pathway, the intention is to engage with early childhood, tertiary and employment sectors within our community.

The Minister of Education has given approval for the formation of the Opotiki Community of Learning. The schools involved are: *Ashbrook School, Te Kura o Omarumutu School, Opotiki Primary School, Opotiki College, Waiotaha Valley School, Te Kura Kaupapa Maori o Waioweka, and Woodlands School.*

Our Vision:

Our vision is for young people:

- who will be creative, energetic and enterprising;
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable future;
- who will work to create an Aotearoa in which Māori and Pākehā recognise each other as full partners and where all cultures are valued and
- who will be confident, connected, actively involved lifelong learners. (NZC)

To this end, the ideal Opotiki graduate is one equipped with the skills to be a contributing citizen of the 21st Century and to have dreams and aspirations to dare to be different.

The Opotiki Community of Learning is at the start of an exciting stage of transforming the learning system; the focus is on high quality and high equity for every learner regardless of their starting point. Every learner will leave our schools with dignity, purpose and options for their future.

Our Community of Learning will be underpinned by the principles of the NZC and Te Marautanga o Aotearoa.

The members of the CoL are committed to building on the cultural heritage of the region so that all Opotiki children experience success: children who identify as Māori experience success as Māori and

- **Te Reo Māori**
Te Reo Māori is not being taught effectively as a language across our CoL. There is only data available for Te Kura o Omarumutu and Te Kura Kaupapa o Waioweka.
- **Science/Pūtaiao**
The breadth of the Science curriculum is not taught effectively across all primary schools in Years 1-8. Some students have little experience of science before they enter secondary school. They also lack general scientific knowledge, have a limited scientific vocabulary and do not understand scientific problem solving processes. A gap exists between Māori and non Māori achievement at NCEA Level 1. The writing demands of NCEA are preventing students from achieving at Merit and Excellence level.
- **Level 2 NCEA**
NCEA Roll based data shows that as many as 30% of Māori students are leaving before they complete NCEA Level 1 and as such are not gaining qualifications. In 2014, 56.6% of Māori students (roll based) achieved L2 NCEA compared to 70% of European students.

Achievement Challenges:

Accelerating the progress of students at risk of not achieving at expectations is a key step for each school across the Community.

Why we need to set these achievement challenges

The key skills needed for academic achievement and a vocational pathway include reading, writing, maths, scientific thinking and Te Reo ā-Waha. These skills along with our vision of the Opotiki graduate as a young person, who is equipped with the skills to be a contributing citizen of the 21st Century and to have dreams and aspirations and to dare to be different, are the key drivers in the challenges we have set.

Achievement Challenge One: Reading/Panui

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

Why do we need to take on this challenge?

Reading is a core skill required to achieve success at all levels of the system and is still key to demonstrating thinking, understanding and analysis. While Reading is generally a stronger learning area for teachers there is still room to lift performance, especially in relation to Māori boys. Many boys are reluctant readers and focusing on strategies to gain greater engagement would be beneficial. While many students can appear to read the text their difficulty with decoding limits their ability to respond and think critically about texts. This is particularly important as they move into secondary school.

We have set two targets to tackle this challenge:

- 1 We aim to lift the achievement of all our Māori students (boys and girls) at or above the national standard/NWRM in reading/panui from 60% (318/531) in 2014 to 85% (572/673) in 2018.

2014 Māori students at or above		Current State 2015 (end of year roll)		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 Māori students at or above	
No	%	No	%	No	%	No	%	No	%
318/531	60	444/673	66	471/673	70	525/673	78	572/673	85

Achievement Challenge Two: Writing/Tuhituhi

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

Why do we need to take on this challenge?

While both primary and secondary students have challenges with writing, the main need identified is teacher understanding of effective writing pedagogy. There is also a need to address writing across all subjects in the primary and secondary curriculum at Years 9 and 10. As mentioned in the Science achievement challenge, writing ability is preventing students from gaining higher grades at NCEA level.

We have set one target to tackle this challenge:

- 1 We aim to lift the achievement of our Māori students (boys and girls) at or above the national standard/NWRM in writing/tuhituhi from 50% (265/531) in 2014 to 85% (572/673) in 2018.

2014 students at or above		Current State 2015 (end of year roll)		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 students at or above	
No	%	No	%	No	%	No	%	No	%
265/531	50	380/673	56	424/673	63	485/673	72	572/673	85

Where are our students and which ones are we targeting?

In 2015 our 293 targeted students who were below were in the following schools:-

Name of School	Māori Girls	Māori Boys	Total	Māori sub total year 1-4	Māori sub total year 5-8	Māori sub total year 9-10
Ashbrook	44	54	98	31	67	-
Omarumutu	7	15	22	11	11	-
Opotiki	30	66	96	61	35	-
TKKM o Waioweka	10	20	30	18	12	-
Waiotahe	9	15	24	12	12	-
Woodlands	9	14	23	7	17	-
Opotiki College	No data available					

How will we monitor our progress against these targets?

- Continue measuring all our students against the national standard and/or NWRM for writing at each year level with a specific focus on the year 8 standard to strengthen transition.
- Assess year 9 and 10 students each year with e-asTTle to monitor the primary – secondary transition and ensure there are systems and processes in place in years 9 and 10 to track and monitor student progress in writing
- Use “on track” data for target students to assist measuring our progress
- Each school know names, numbers and needs of target students.
- Use student voice to monitor the success of our intention to make writing an enjoyable learning activity.
- Inform our community at least once a year on progress against the target.

2014 students at or above		Current State 2015		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 students at or above	
No	%	No	%	No	%	No	%	No	%
34/160	21%	73/166	43	95/166	57	125/166	75	141/166	85%

Where our students are and which ones are we targeting?

In 2015 our 356 targeted students who were below were in the following schools:-

Name of School	Māori Girls	Māori Boys	Total	Māori sub total year 1-4	Māori sub total year 5-8	Māori sub total year 9-10
Ashbrook	33	35	68	16	52	-
Omarumutu	7	6	13	6	7	-
Opotiki	34	58	92	63	29	-
TKKM o Waioweka	17	24	41	19	22	-
Waiotahe	14	12	26	9	17	-
Woodlands	11	12	23	5	18	-
Opotiki College	49	44	93	-	-	93/166

How will we monitor our progress against these targets?

- Continue measuring all our students against the national standard, NWRM and NCEA Level 1 for mathematics at each year level with a specific focus on the year 8 standard to strengthen transition.
- Use "on track" data for target students to assist measuring our progress
- Each school know names, numbers and needs of target students.
- Inform our community at least once a year on progress against the target.

What's our plan of action?

In order to address these concerns, the Opotiki cluster schools will use the new leadership roles to:

- Undertake additional assessments with students needing to accelerate progress to better understand their strengths and needs
- Gain a shared understanding of 'good practice' in leadership/systems/processes/ and teaching mathematics across the Community
- Work with colleagues across the Community using an inquiry cycle to identify the strengths and needs of leaders and teachers and to plan and implement 'good practice' leading to achieving desired outcomes for all students
- Identify leadership that needs to be developed across the Community and specific and strategic professional learning and development
- School leadership, to investigate, implement and review Timperley, Linda Kaser and Judy Halbert, 'spiral of collaborative inquiry'.

Achievement Challenge Four- Te Reo Maori: Te Reo ā-Waha.

Target: To lift the participation and achievement of all students by delivering an effective Te Reo ā-Waha formal language programme.

Why do we need to take on this challenge?

- Continue measuring all our students against the NWRM and NCEA Level 1 for Te Reo ā-Waha at each year level.
- Use “on track” data for target students to assist measuring our progress
- Each school know names, numbers and needs of target students.
- Inform our community at least once a year on progress against the target.
- Review percentage of students actively learning Te Reo ā-Waha bi-annually.

What’s our plan of action?

In order to address these concerns, the Opotiki cluster schools will use the new leadership roles to:

- Utilise the Te Reo ā-Waha Assessment Tool to gather baseline data and monitor progress.
- Gain a shared understanding of ‘good practice’ in leadership/systems/processes/ and teaching Te Reo ā-Waha across the COL.
- Teacher knowledge, understanding and practice of Te Reo ā-Waha.
- Work with colleagues across the Community using an inquiry cycle to identify the strengths and needs of leaders and teachers and to plan and implement ‘good practice’ leading to achieving outcomes for all students
- Identify leadership that needs to be developed across the Community and specific and strategic professional learning and development
- Provide opportunities such as; Parent hui, reporting twice a year etc, for parents, family and whānau to strengthen their role in their children’s achievement in Te Reo ā-Waha.

Achievement Challenge Five: Science

To lift the participation and achievement of all our students (years 1-13) in science.

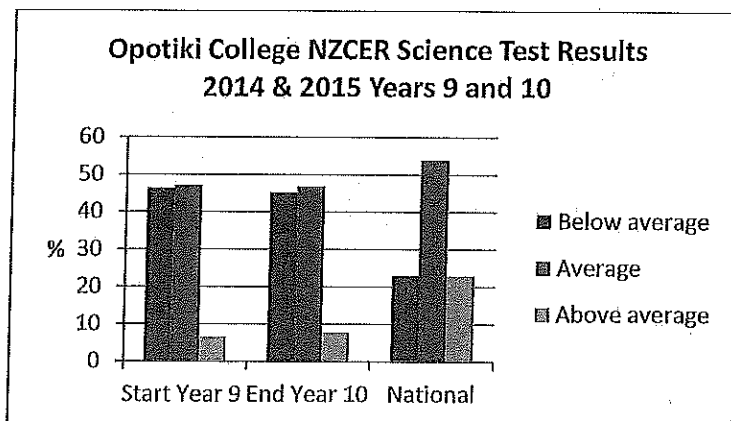
Why do we need to take on this challenge?

Some current practices are not reflective of the “new” thinking about the nature of science and its place in the knowledge economy. There is also little understanding of the potential vocational pathways at primary level as well as secondary with the significant investment and development of aquaculture, horticulture and engineering in the Opotiki district.

Science also provides authentic learning opportunities for evidence of reading, writing and mathematics learning to be gathered.

Our data reveals:

- 45% year 9 and 10 students are achieving below expectations in the NZCER Science Test 2014-2015



We have set two targets to tackle this challenge:

- Māori student participation and achievement in sciences (NCEA Levels 1-3) will be the same as non-Māori students by 2018. In 2015, 28% (61 out of 215) of our Māori students were taking sciences (NCEA Levels 1-3), as compared to 54% (19 out of 35) of our non-Māori students. We aim to have Māori students participating in sciences at the same rate (54% or 116 out of 215) by 2018
- 85% (141/166) of year 9-10 students will be achieving at or above expectation in the NZCER tool Science: Thinking with Evidence (years 7-10)

How will we monitor our progress against these targets?

We aim to strengthen the delivery of the science curriculum, monitored through:

- Baseline data will be gathered for years 7-8 in all schools using the NZCER tool Science: *Thinking with Evidence* (years 7-10) at the end of 2016.
- Use student voice to monitor engagement and enjoyment of science learning
- Use teacher voice to monitor confidence and capability in developing and delivering a rich science learning opportunities informed by the science capabilities (Science Online)
- Use participation and achievement data at NCEA level
- Use course development opportunities to encourage greater participation in the sciences, such as the Early Childhood Level 2 course offered in 2016.

What's our plan of action?

- In order to strengthen the teaching of Science, the Opotiki cluster schools will:
- Build teacher capability through the development of a community wide science curriculum
- Work alongside providers such as Toi EDA (Eastern Bay of Plenty Economic Development Agency) to develop understanding of vocational pathways in all school settings
- Share our specialist resources, for example the laboratories at the college
- Share professional learning and development
- Work with colleagues across the Community using an inquiry cycle to identify the strengths and needs of leaders and teachers in terms of teaching practice and teacher knowledge of all strands of the science curriculum

Achievement Challenge Six: Level 2 NCEA

To ensure that 85% of our school leavers have achieved Level 2 NCEA by the end of 2017

Why do we need to take on this challenge?

Our analysis of our data revealed these issues:

- School leavers with less than NCEA Level 1 has increased to 26% (28/103) in 2013-2014
- 38% (33/85) Māori students left without NCEA Level 2 in 2014
- Retention of Māori students to age 17 in 2014 was 70%, a decline of 2.4%
- 46% of 19 year olds have participated in tertiary study