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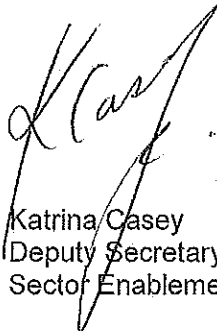
**Education Report: Rotorua Catholic Faith Based Community
of Schools – Achievement Challenges
Endorsement**

Recommended Actions

We recommend that you:

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

AGREE / DISAGREE



Katrina Casey
Deputy Secretary
Sector Enablement and Support

Encl



Hon Hekia Parata
Minister of Education

2.10.15

Apologies for delay –
well done!

Education Report: Rotorua Catholic Faith Based Community of Schools – Achievement Challenges Endorsement

Purpose of Report

1. This report seeks your endorsement of the Rotorua Catholic Faith Based - Community of Schools (COS) achievement challenges and high level plan.

Background

2. You have approved the establishment of 42 COS as part of Investing in Educational Success. The Ministry has since been supporting these Communities to design a process for identifying their achievement challenges and engaging with their parent communities. We have been ensuring that the schools have access to any data, information and support they need for this.
3. The Rotorua Catholic Faith Based COS was approved in March 2015. We have been working with this COS to support them to develop their achievement challenges and plan. The COS has made sound progress and has demonstrated leadership that has kept it on track and focused on achievement.
4. The Rotorua Catholic Faith Based COS consists of 9 state-integrated schools; 7 primary schools, and 2 high schools. The schools are:-
 - Bishop Edward Gaines Catholic School
 - St Joseph's Catholic School (Opotiki)
 - St Mary's Catholic School (Putaruru)
 - St Mary's Catholic School (Rotorua)
 - St Mary's Catholic School (Tauranga)
 - St Michael's Catholic School (Rotorua)
 - St Thomas More Catholic School
 - Aquinas College
 - John Paul College
5. The COS has 3,594 students. The ethnic breakdown of the COS is represented in Table 1.

Table 1. Number and percentage of Rotorua Catholic Faith Based COS students by ethnic group.

Ethnic Group	Rolls	
	Number	Percent
Māori	760	21.1
Pasifika	100	2.8
Asian	355	9.9
MELAA	40	1.1
Other	7	0.2
European/ Pākehā	2,274	63.3
International Fee-Paying	58	1.6
Total	3,594	100

Endorsement of Achievement Challenges and Plan

6. The COS has finalised its achievement challenges and a high level plan and submitted them for endorsement.
7. The COS has identified six high level challenges (refer to Appendix 1) which relate to:
 - Year 1 reading and writing
 - Writing achievement
 - Mathematics achievement
 - Science achievement
 - Students with special education needs
 - 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. These targets are inclusive for all Māori and Pasifika students across their pathway.
9. A summary of the achievement challenges is outlined in Table 2.

Table 2. Summary of Rotorua Catholic Faith Based COS Achievement Challenges

Challenge	Current Achievement	Target Groups
Year 1 Achievement in Reading and Writing	<p>58/245 year 1 students are below the standard in reading and writing.</p> <p>We aim to reduce this to 20 or less to achieve 85% or greater success rate by 2017.</p>	<p><i>Boys:</i> 39/133 We aim to reduce this to 20 or less to achieve 85% or greater success rate by 2017.</p> <p><i>Maori:</i> 25/48 We aim to reduce this to 10 or less to achieve 85% or greater success rate by 2017.</p> <p><i>Pasifika:</i> 2/8 We aim to reduce this less than 2 to achieve 85% or greater success rate by 2017.</p>
Writing	<p>350/2113 year 1-8 students are below the standard.</p> <p>We aim to reduce this to 315 or less to achieve 85% or greater success rate by 2017.</p>	<p><i>Boys :</i> 210/967 We aim to reduce this to 140 or less to achieve 85% or greater success rate by 2017.</p> <p><i>Maori:</i> 116/535 We aim to reduce this to 80 or less to achieve 85% or greater success rate by 2017.</p> <p><i>Pasifika:</i> 19/64 We aim to reduce this to 10 or less to achieve 85% or greater success rate by 2017.</p>
Mathematics	<p>134/634 year 5-8 students are below the standard.</p> <p>We aim to reduce this to 95 or less to achieve 85% or greater success rate by 2017.</p>	<p><i>Girls:</i> 76/333 We aim to reduce this to 50 or less to achieve 85% or greater success rate by 2017.</p> <p><i>Maori:</i> 77/130 We aim to reduce this to 20 or less to achieve 85% or greater success rate by 2017.</p>

<p>Children with additional learning needs</p>	<p>We aim to strengthen the presence, participation and learning of our 278 children with moderate to high learning needs, monitored through the Inclusive Practice Tool (IPT) and targets in their IEPs.</p>	<p>All 278 students will have in place a rigorous IEP, including a transition plan, informed by a range of data including the IPT by the end of 2016. 2017 targets will include National Standards targets in reading, writing and maths for those students with potential to achieve at this level (ie beyond Curriculum Level 1)</p>
<p>Achievement in Science</p>	<p>We aim to strengthen the delivery of the science curriculum, monitored through:</p> <ul style="list-style-type: none"> • rubrics for the five science capabilities that will be used to gather baseline data to measure progress in students' capacity to think "as scientists" • the NZCER tool <i>Science: Thinking with Evidence (years 7-10)</i> • Maori student participation and achievement in senior sciences (NCEA Levels 2-3) will be the same as non-Maori students 	<p>All students in years 1-8</p> <p>All students in years 7-10</p> <p>Participation and achievement of Maori students in NCEA level 2 and 3 science programmes</p>
<p>NCEA Level 2</p>	<p>12/248 students leave school without NCEA level 2 We aim to reduce this to 0 by 2017</p>	<p>In 2014 54% of all students achieved merit or excellence at Level 2 whereas 28% of Maori students achieved with endorsement.</p> <p>We aim to increase the percentage of Maori students achieving endorsement to be equal to the percentage of non Maori students by 2017.</p>

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 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.
11. 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 considerable thought and effort has gone into developing the challenges articulated in Table 2.

Rotorua Faith Based Catholic Community of Learning High Level Plan and Associated Planning documentation

Background

The Rotorua based Catholic Community of Learning comprises nine schools, two year 7-13 colleges, three full primary schools and four contributing primary schools:

Aquinas College (Tauranga); Bishop Edward Gaines Catholic School (Tokoroa); John Paul College (Rotorua); St Joseph's Catholic School (Opotiki); St Mary's Catholic School (Putaruru); St Mary's Catholic School (Rotorua); St Mary's Catholic School (Tauranga); St Michael's Catholic School (Rotorua); and St Thomas More Catholic School (Mt Maunganui).

The nine schools make up a Faith Based Learning Community centred on the Catholic faith. It is this faith which gives unity of purpose and defines the schools' educational goals and working relationships. Although geographically spread, most of the primary aged students progress on to the two secondary schools where there are positive transitions and data sharing about students. All schools have a history of positive ERO reports and are regarded as providing a safe learning environment and quality education.

Process for Engagement

The principals and board chairs of all schools have met and shared the school's 'story' setting out their best practice, strategic direction, data and achievement challenges. This has assisted the process of collaboration in developing the Achievement Challenges. Boards and staff have been kept informed of progress since the initial meeting.

The relationship amongst principals is already well established through the Catholic school network and is characterised by a high level of trust, cooperation and good will. Communication and information sharing is transparent and freely given. There are no conflicts of interest or elements of competitive behaviour allowing group discussion to be of high quality with significant buy in from all schools and their boards.

1. Achievement Challenges

The initial analysis and interrogation of the data as well as the wider considerations of school curriculum development, identified the following areas as achievement challenges

1. Students not achieving at or above the National Standards in mathematics
 - Years 1-8 : 17.3% (365/2100)
2. Students not achieving at or above the National Standards in writing
 - Years 1-8: 19.2% (403/2099)

3. Maori students not achieving at or above the National Standards
 - Year 1-8 reading: 15.4% (81/526)
 - Year 1-8 writing: 22.6% (118/524)
 - Year 1-8 mathematics: 23.4% (123/525)
4. Pacific Island students not achieving at or above the National Standards
 - Year 1-8 reading: 28% (19/69)
 - Year 1-8 writing: 33% (23/69)
 - Year 1-8 mathematics: 41% (27/65)
5. Students with additional learning needs (moderate to high)

While the data for these students is captured in the school wide data, there are concerns about meeting their needs and ensuring viable pathways, particularly at key transition points.
6. The delivery and development of the science curriculum in primary schools
7. 4.8% (12/248) leave school without NCEA level 2.
8. 25% (2/8) Pacific Island students left school without NCEA level 2
9. 5% (1/20) Maori students left school without NCEA Level 2

Achievement Targets

The immediate focus of the COL is to achieve the BPS target of 85% by the end of 2017. Where this target has been met already, for example with NCEA, the focus has shifted to the quality of the outcome.

A Year One Literacy: by the end of 2017

- 80% of year one students will be achieving at or above the National Standard in reading
- 80% of year one students will be achieving at or above the National Standard in writing

Target Groups:

- Boys from 73% in reading and 71% in writing
- Maori from 58% in reading and 52% in writing
- Pasifika from 38% in reading and 25% in writing (very small cohort number)

B Writing: by the end of 2017

- 85% of year 1-8 students will be achieving at or above the National Standard

Target Groups:

- Boys from 74.9%
- Maori from 77.5%
- Pasifika from 61%

C Mathematics: by the end of 2017

- 85% of year 5-8 students will be achieving at or above the National Standard

Target Groups:

- Boys from 80%
- Girls from 77%
- Maori from 59%

D Children with additional learning needs: by the end of 2017

- All children identified with moderate to high learning needs (more than two years below curriculum expectations) are progressing well against the goals in their Individual Learning Plans

E Achievement in Science: by the end of 2017

- Children in all schools will experience a curriculum that develops their abilities to think "as scientists". The impact will be monitored through the NZCER tool *Science: Thinking with Evidence (years 7-10)* and progress against the rubrics developed from the five Science Capabilities.
- Maori students participation and achievement in senior sciences (NCEA Levels 2-3) will be the same as non-Maori student participation and achievement

F NCEA: by the end of 2017

- All students will leave school with a minimum of NCEA level 2
- The % of NCEA endorsements will be the same for Maori and non Maori students.

2. Underachievement Issues

The transition to primary school

The data shows that early childhood participation has already exceeded the BPS target at 98.9 % in 2014 (97% for Maori; 90% for Pasifika; 95.5% for Asian and 100% for Pakeha). However the data also shows that there is underachievement of children in their first year at school in reading and writing. The COL intends to focus on strengthening the transition to school through developing learning-focussed home-school partnerships and networking with EC providers.

Writing

The overall achievement rate is 83.8% at or above the National Standards. Girls are doing significantly better (89.9%) than boys (78.2%), Maori students (78.7%) and Pasifika students (68.9%). The NZC Principles of Inclusion (*students' identities, languages, abilities and talents are recognised and affirmed*) and Coherence (*making links within and across learning areas*) have been identified as areas to strengthen to address this issue. This work also links with the science achievement challenge the COL has identified.

Mathematics

The data reveals that achievement at or above the National Standards has plateaued at just over 80% (83.2% in 2014) for the last three years. Boys and girls are achieving at comparable levels, although there are disparities for Māori students (76.5%) and Pasifika students (68.9%). Closer analysis of year level data has identified achievement issues in years 5-8 with the gains in achievement made in years 1-4 not being maintained as children progress through the senior primary years.

Three schools are involved in using PACT for mathematics this year and this will broaden to include all schools. The learning from this involvement will help inform the consistent use of assessment tools across the COL and the questions raised about teacher content knowledge of the breadth of the mathematics curriculum at this level.

Children with additional learning needs (high to moderate)

The COL has identified 278 learners whose progress is two or more years behind the expectations in the National Standards for a variety of reasons. These children are increasing in number and presenting with greater complexity of need. They also feature in the transience data (15.3% Maori and 10.4% Pasifika). Beyond year 3, schools are finding inclusive practice more challenging and it is variable among teachers. It is proposed that the Inclusive Practice Tools and review process will provide data, including student voice, to assist in building collaborative relationships with parents/family/whanau and addressing the wider principle of inclusion across the cluster to strengthen IEPs, in particular transition across transition points.

The secondary schools in the CoL will continue to ensure that these students leave school with some form of credential, eg. National Certificate.

Science Achievement

The COL has identified that only some areas of the science curriculum are covered well in primary schools. Teacher knowledge and confidence and the lack of priority placed on science, have all contributed to marginalising this learning area. Current practice does not take account 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.

The COL has two teachers currently on Royal Society of NZ Science Leadership Fellowships, and a further four teachers will be given this opportunity over the next 12 months. Working with the science capabilities framework to strengthen classroom practice and providing authentic learning contexts for students, it is hoped that this will contribute to a shift in the achievement levels, particularly for boys in writing, and in mathematics.

It is intended to gather baseline data and monitor the impact of change through:

- Using the expert group of science leaders in the CoL, to develop rubrics for the five Science Capabilities that will be used to gather baseline data to measure progress in students' capacity to think "as scientists" (gather and interpret data; use evidence; critique evidence; interpret representations; and engage with science)
- the NZCER tool Science: Thinking with Evidence (years 7-10).

It is also intended to review existing programmes in the senior sciences (NCEA Levels 2-3) to strengthen the participation and achievement of Maori students in these programmes.

NCEA Achievement

The COL has already exceeded the BPS target of 85% of 18 year olds with NCEA Level 2 with 93.5% (100% Maori and 90% Pasifika) achieving this in 2013. Hence the shift in focus to the numbers achieving NCEA with endorsement as reflected in the target for this achievement challenge. There is a significant difference between Maori endorsement achievement (28%) and all students (54%).

The data shows that 12/248 students left school with less than Level 2 in 2013. The target is to reduce this to 0. The data also shows that tertiary participation is at just over 70%. Students are tracked beyond school and the data from one of the colleges showed that at the beginning of 2015, all leavers were in further training or employment with 12/131 leavers taking a "Gap" year or travelling overseas.

What have the schools in the COL already achieved?

The schools have been involved in a number of professional development and learning programmes to address the above challenges, including:

Literacy	ALL (Accelerated Literacy Learning) Reading Together Excel Rotorua Initiative
Mathematics	Numeracy PLD ALiM (Accelerated Learning in Mathematics) Excel Rotorua Initiative
Science	Royal Society of NZ Science Leadership Fellowships Enviro Schools
E-learning	Learning with Digital Technologies PLD using google docs, chromebooks and ipads
Cultural Responsiveness	Ngai Te Rangi "Te Paetukutuku" Te Arawa "Te Rangihakahaka" staff PLD
Transition to School	Ngati Whakaue PLD
Whanau Engagement	Mutukaroa
Youth Guarantee	Trades Academy

Strengths of the COL

The Education Review Office (ERO) report on the Rotorua Catholic Faith Based Community of Learning reported:

- All schools in the CoS are performing well, with all on either a three or four-to-five year return time
- Schools are providing well designed curricula that include strong Catholic values and beliefs
- Overall levels of achievement in relation to national targets at primary and secondary are high. The overall achievement of Maori students attending schools in the CoS is also better than regional and national comparisons
- Boards are generally governing effectively and are representative of their communities. Trustees are receiving good information from school leaders and are making informed resourcing decisions
- Effective leadership is evident. School leaders are demonstrating well-informed professional leadership with a commitment to building teacher capability

The areas recommended for improvement are:

- Making learning more relevant for the groups of underachieving learners identified in the achievement targets for the CoL
- Ensuring the consistency of information shared across schools (moderation, assessment tools)
- Placing priority on the principle of learning to learn in the NZC
- Strengthening teaching as inquiry across the CoL (there is good practice to be modelled and shared)
- Building collaborative relationships with parents as partners in children's learning

Actions to address the Achievement Challenges:

- Integrate the actions/goals/targets of the CoL into the strategic and annual plans of individual school charters
- Identify the shared resources and skills available across the CoL
- Report to individual schools and across the CoL to its boards and communities about progress against the targets and challenges
- Plan a launch of this work with all staff, boards and communities
- Strengthen community engagement through building on a range of existing structures and opportunities:
 - Whanau support groups. Three schools (St. Thomas More, St. Mary's and Aquinas College) have a combined whanau group (Nga Kura Katorika o Tauranga Moana) which is working to build the capacity for Te Reo Maori and tikanga in all three schools. This is also a forum for strategic discussions, including sharing student achievement and aspirational discussion.

- PTA
- "Dads' Breakfast" meetings
- Combined board meetings ((St. Thomas More, St. Mary's and Aquinas College) could be strengthened with the purpose of also sharing student achievement and aspirational discussion.
- Parent information evenings
- Work with early childhood to strengthen transition
- Develop a Community of Practice and collaborative inquiry to:
 - share effective teaching and learning
 - establish a common language for learning across the CoL
 - share and analyse data
 - share effective professional development practices
 - establish moderation teams
 - strengthen teaching as inquiry practices
 - strengthen academic counselling and whanau involvement in pathway planning particularly for Maori and Pacific Island students at secondary level
 - differentiate and adapt the curriculum to be more responsive to the language, culture and identity of students

