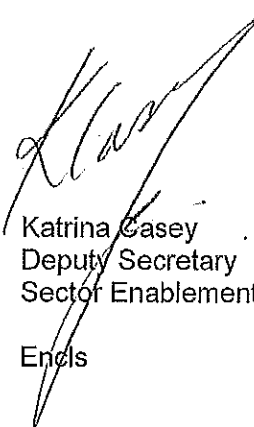**Education Report: Mid-Bays (Auckland) Community of Schools –
Achievement Challenges Endorsement**
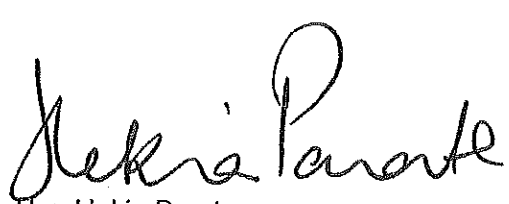
Recommended Actions

We recommend that you:

a.   **note** the progress that the Mid-Bays (Auckland) Community of Schools has made in
developing its achievement challenges and high level plan; and

b.   **agree** to endorse the Mid-Bays Community of Schools' achievement challenges and
plan.

AGREE / DISAGREE

Katrina Casey
Deputy Secretary
Sector Enablement and Support

Ends

Hon Hekia Parata
Minister of Education

5 / 8 / 15

Education Report: Mid-Bays (Auckland) Community of Schools – Achievement Challenges Endorsement

Purpose of Report

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

Background

2.   In December 2014 you approved 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 Mid-Bays COS was approved in December 2014. 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 Mid-Bays COS consists of 8 schools; 6 primary schools, 1 intermediate and 1 high school (boys and girls). The schools are:-

    • Browns Bay School
    • Campbells Bay School
    • Mairangi Bay School
    • Murrays Bay Intermediate
    • Murrays Bay School
    • Pinehill School (Browns Bay)
    • Rangitoto College
    • St John's School (Mairangi Bay)

5.   The COS has 7,252 students. The ethnic breakdown of the COS is represented in Table 1.

Table 1. Number and percentage of Mid-Bays COS students by ethnic group.

Ethnic Group	Rolls	
	Number	Percent
Māori	404	5.6
Pasifika	115	1.6
Asian	1,742	24.0
MELAA	362	5.0
Other	102	1.4
European/ Pākehā	4,234	58.4
International Fee-Paying	293	4.0
Total	**7,252**	

6.   The COS has now finalised achievement challenges and a 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 achievement
   ● Mathematics achievement
   ● NCEA Level 2
   ● Post secondary success

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 displayed in Table 2.

Table 2. Summary of Mid-Bays COS Achievement Challenges

Mid-Bays Achievement Challenge –
These targets are based on 2015 (end of year 2014) National Standards and NCEA data

Writing
22.2% or 960 of our 4,325 students are not progressing in their writing at levels expected within the national standards framework.
We intend to move 768 of the 960 priority learners (80%) currently below expected levels, to at or above national standards writing by 2017.

By 2017, we intend 96% of students to be at or above expected writing levels compared to 78% in 2013.	Year	At / Above (Number)	Percentage
	2014- Actual	3365 out of 4325	77.8
	2015- Path or Projected Progress	3629 out of 4325	83.9
	2016- Path or Projected Progress	3888 out of 4325	89.9
	2017- Target	4152 out of 4325	96.0

Mathematics
15.1% or 654 of our 4,325 students are not progressing in their maths at levels expected within the national standards framework.
We intend to move 490 of the 654 learners (75%) currently below expected levels, to at or above national standards maths by 2017.

By 2017, we intend 96% of students to be at or above expected maths levels compared to 85% in 2013.	Year	At / Above (Number)	Percentage
	2014- Actual	3671 out of 4325	84.9
	2015- Path or Projected Progress	3832 out of 4325	88.6
	2016- Path or Projected Progress	3992 out of 4325	92.3
	2017- Target	4152 out of 4325	96.0

NCEA Level 2
89.5% (e.g. 543 of 607 in 2013) of school leavers are leaving with NCEA Level 2 or higher.

By 2017, we intend to increase this to 96%. On average, we intend to move an additional 9 students each year (to reach 34 additional students in 2017).

Year	Number with NCEA Level 2	Percentage
2013- Actual	543 out of 607	89.5
2014- Path or Projected Progress	552 out of 607	90.9
2015- Path or Projected Progress	560 out of 607	92.3
2016- Path or Projected Progress	568 out of 607	93.6
2017- Target	577 out of 607	95.0

Post Secondary Education including Progression to Tertiary
Participation in Post Secondary Education including tertiary study by students leaving Rangitoto College was 69.9% for males, 77.8% for females and a 74.1% average in 2013.

We aim to improve the average to 80% (i.e. an increase of approximately 35 students) by the end of 2018 through personal development programmes, focussed curriculum delivery, and careers education.

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

11. The high level plan for how the COS intends to tackle its achievement challenges is also attached in 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.

Appendix One
Mid Bays High Level Plan

Initial Cohort Focus:
Priority Learners
Definition of Priority Learners targeted in this community:
Priority Learners in this community schools will be any child who is performing below or well below the national standards. All Maori and Pacific Island students will included as priority learners in our Mid-Bays community of schools

Background and process of engagement

Schools in the Community

Browns Bay Primary
Campbells Bay Primary
Mairangi Bay Primary
Murrays Bay Primary
Murrays Bay Intermediate
Pinehill Primary
Rangitoto College
St John's Primary (Mairangi Bay)

Consultation:
Consultation is a very important part of the new process. We have already all consulted out Boards of Trustees and all have agreed to proceed. The community has been informed through the normal communication channels of each school. All staff has had meetings to ascertain what this means for the learning communities. An important principle is agreed that any **future consultation needs to be purposeful and meaningful if we are to successfully engage our communities and our students in the productive process.** At each stage of the productive process some consultation will be necessary with various appropriate cohorts – sometimes the students, other the community. Boards of Trustees will be informed each month on the process and asked to participate in any dialogue appropriate to the planning and implementation, and the nature, of the learning challenge.

Type of Community:
It is recognised that this community is a decile 10 environment, and as such, our priority groups are small and mainly focused on special needs. The Maori and Pacific Island cohort are generically performing well, but they will still be in the targeted priority group. The College is the largest in the country, and the intermediate is one of the largest in the country. The primary schools are all large and this size factor will impact on the planning as we proceed and need to be acknowledged in the data and the delivery of the engagement strategies.

Our Approach
There are four key aspects to our approach to accelerating the achievement of our priority students

- Productive methodology/Appreciative Theory

- Collaborative Inquiry – Writing/Mathematics

- Collaborative Leadership
- The use of effect size to measure achievement and impact

Productive Methodology

Methodology: *The pedagogy to address achievement challenge.*

The community plans to use any tool or strategy that makes a difference to the achievement potential of our students. The schools will use *productive methodology* which uses a hunch from an organisation's practice, and analysis of the data and strategies that are being questioned, and then an action plan to change the teaching and learning behaviour. It relies on student and parent agency, and a skill of critiquing practice. The methodology will borrow insights from *appreciative theory* that the most powerful force for change is a new idea. The construct recommends that a group of researchers collectively, passionately and persistently ask questions to solve challenges. This helps discover what *could be*, rather than fix what is.

The planning will involve each school exploring by investigating a hunch as to how learning could be improved in a chosen area. Through deep questioning and sophisticated analysis each school will understand their challenge and create an action plan which will be critiqued by members of the community of schools that contributes to the communities goals. Once critique is integrated in to the plan the actions will be led by in-school leaders in each school, each with a specific area of focus. Results from formative assessment, which will be qualitative and quantitative will redirect and change as new learning emanates from the process. It is expected that new innovative ways of probing into what is happening in the learning journey becomes developed by staff appointed by the community in the IES initiative.

Collaborative Inquiry

Writing **Currently 22.2% or 960 of our 4,325 students are not progressing in their writing at levels expected within the national standards framework.** *We intend to move 768 of the 960 priority learners (80%) currently below expected levels, to at or above national standards writing by 2017*

Writing Achievement

a. Reconnaissance of our present teaching of writing pedagogy across all classrooms;

b. Meeting with students to gauge views and dispositions towards writing;

c. Meeting with teachers to understand how writing is taught presently in classrooms where the identified priority learners write;

d. Meeting with parents about their child's writing, establishing their perspectives and roles of their child's writing challenges;

e. Identify 'good practice' for the teaching of writing with staff from each school, and in-school leaders to share this information with the community;

f. Meet as a community to agree upon the best possible practice for the teaching of writing;

g. Document this expectation for the community;

h. Leaders in each school to form an 'action plan' for the implementation of new strategies for the teaching of writing to our priority learners (and beyond);

i. In-school leaders to critique each others' action plans

j. Principals and in-school leaders to use the critique to revise the actions plans;

k. A 'cross school' observation programme to be established with cross school staff to co-ordinate providing exemplar 'models' for exemplary teaching practice in writing.

Mathematics
Currently 15.1% or 654 of our 4,325 students are not progressing in their maths at levels expected within the national standards framework.
We intend to move 490 of the 654 learners (75%) currently below expected levels, to at or above national standards maths by 2017

Mathematics Achievement

a) Reconnaissance of the present methodology of the teaching of mathematics, especially analysing concerns recently expressed around the numeracy project. .

b) The community will move to agree and develop a more consistent methodology across the schools that measures progress and analyses needs.

c) The community will develop a mathematics 'enquiry' construct that will enable students to have authentic contexts for improving mathematical achievement.

d) Cross school leaders will be appointed to facilitate this process

e) Meetings with parents, students and teachers will establish an understanding of a strategy and a direction for development of a common approach to all community schools for the teaching of mathematics.

f) Critique of the current approaches to the teaching of mathematics in every school will be led by a cross school leader, documented, analysed and observations arranged so that all members of the community see the different strategies that are in place.

g) Each school, led by an in-school leader, will formulate an action plan unique to their context and share this at a community meeting for critique and evaluation.

h) After the critique schools will be supported by cross school leaders to revise their action plan and make plans to implement.

Collaborative Leadership

NCEA Level 2
Currently 89.5% (e.g. 543 of 607 in 2013) of school leavers are leaving with NCEA Level 2 or higher.
By 2017, we intend to increase this to 96%. On average, we intend to move an additional 9 students each year (to reach 34 additional students in 2017).

  a) The community will work to meet the other targets 2 & 3 in this community to contribute to enable those students' in the priority group at Rangitoto College. All departments, because of the size of the resource, will have action plans to enable the focus on these learners become a priority. They will identify and plan to raise achievement for their lowest learners and meet with the school leaders of the community goals to critique their practice.

Other aspects that the community will address include:

  b) Parent agency – meetings to share and design a plan to retain students as long as is possible at school;

  c) Involve other schools in the community in new exciting career education programmes;

  d) Have a reconnaissance of existing programmes in all the communities' schools, and design interventions and changes to our curriculum that better reflect a future focused learning experience including elements that promote our students being **confident, connected, actively involved, lifelong learners.**

  e) Consider and implement new mechanisms that will keep students in school long enough to work through to achieve NCEA level 2.

Post Secondary Education including Progression to Tertiary
Participation in Post Secondary Education including tertiary study by students leaving Rangitoto College was 69.9% for males, 77.8% for females and a 74.1% average in 2013.
We aim to improve the average to 80% (i.e. an increase of approximately 35 students) by the end of 2018 through personal development programmes, focussed curriculum delivery, and careers education

The community will have a cross school leader co-ordinating this goal. The following is planned at this stage:

  ✓ Reconnaissance of programmes in place for personal development across all schools;

  ✓ Reconnaissance of support for learning in each school in the community including mentors, staff, specialist staff and teacher aides.

  ✓ Reconnaissance of the guidance counsellors (at the Intermediate and College) pathways of advice and guidance for young people, and career education in both these schools.

  ✓ In all schools a reconnaissance of the 'learning to learn' programmes and related metacognitive approaches;

  ✓ Critique of the evidence in a community forum.

  ✓ Formulate an 'action plan' across the community

✓ Devolve points for action and intervention through the community schools depending on the context and identified needs.

The use of effect size to measure achievement and impact
We plan to accelerate the progress of our priority learners by:

1. Using effect size as a measure, which will assess the individual progress of each student, in a calendar year

   (The use of effect size to measure achievement will enable progress to be measured student by student. The expected progress in any calendar year is between 0.3 and 0.4 effect size hence 0.6is accelerating achievement progress in writing above the expected normal progress (as per e-asTTLe).

2. We will teach selected staff how to use and test for effect size as a measure, and understand the resulting data.

3. We will teach our community using the community agency meetings as a forum, the meaning of effect size and what the normal average expectations of a student's progress in any given year and tuition should be expected.

4. The intervention of specific teaching strategies will help accelerate progress.

5. We will use technology to engage learners in their learning process, exploring relevant apps and programmes as a tool to make a difference.
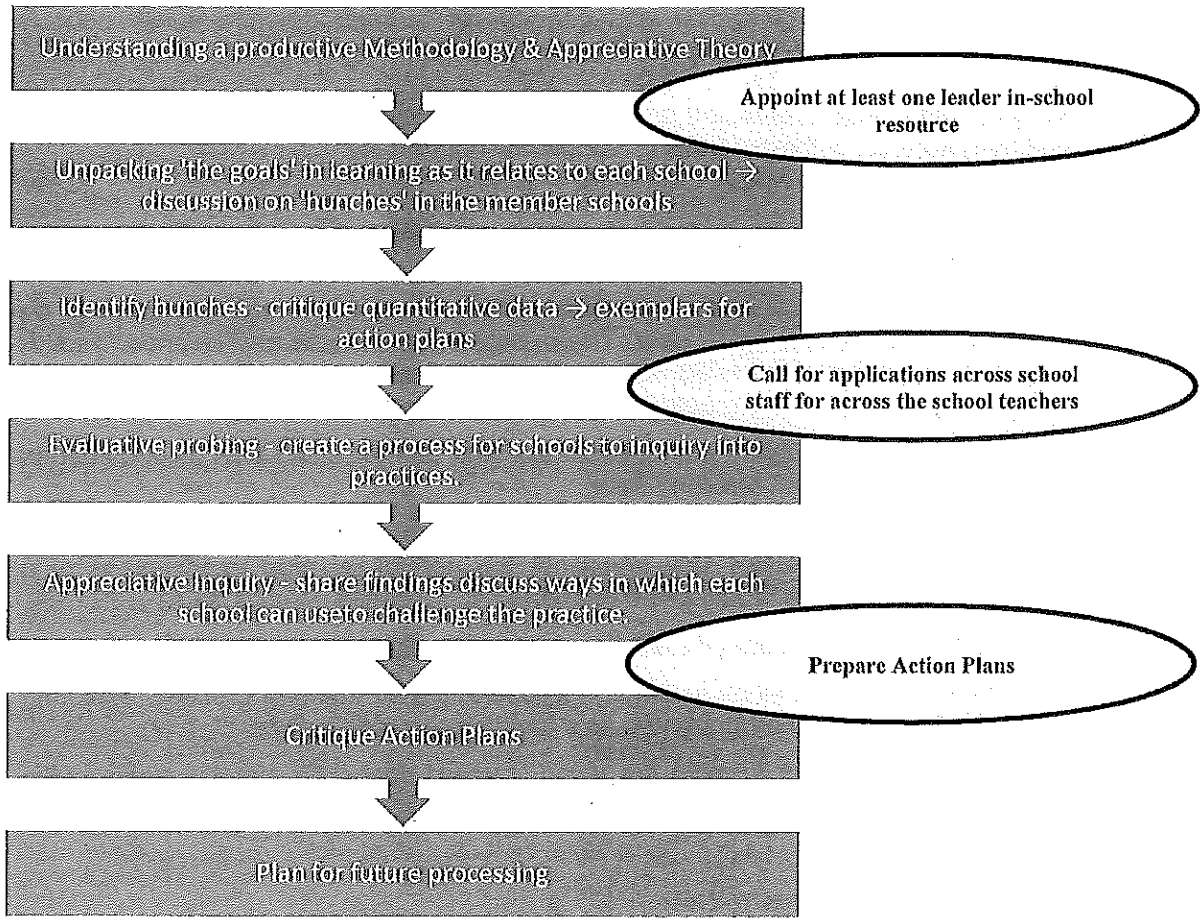
   "If I had one hour to save the world, I would spend 55 minutes defining the problem and only five minutes finding the solution." – Einstein, Albert

Situation Maps - Meetings to Date:
Meetings to date:

➤ Exploring the possibilities; Identification of a common achievement theme (November)

➤ Agreement on the structure; defining the community; ratification of the BOT perspectives; Unpacking the article "Exploring the Possibilities for our Mid-Bays Community (appendix 3);In-school leadership specifications; Code of Conduct discussions (December)

➤ Intended process; Confirmation of Leadership within the Community; discussion with Auckland advisors (Lena Orum & Bruce Adin); Resourcing; Discussion of Community Agency. (Minutes attached – appendix 2); Distribution of the research on Appreciative Theory. (February / March)

➤ Meetings to discuss the targets so as to provide each school with choice and context for their professional development.

Intended Meeting Schedules:

Understanding a productive Methodology & Appreciative Theory

Appoint at least one leader in-school resource

Unpacking 'the goals' in learning as it relates to each school → discussion on 'hunches' in the member schools

Identify hunches - critique quantitative data → exemplars for action plans

Call for applications across school staff for across the school teachers

Evaluative probing - create a process for schools to inquiry into practices.

Appreciative Inquiry - share findings discuss ways in which each school can use to challenge the practice.

Prepare Action Plans

Critique Action Plans

Plan for future processing.

6

Whanau & Student Agency:

Issues of the community of schools: *how they will be addressed*
Any issue will be addressed by the agreed process below:

Code of Conduct

Mid-Bays Community of Schools

All participants will be respectful of each other's views and opinions.

All participants will undertake to read and contribute in an informed manner to the critique and community discussions.

All participants will value new learning and critique and treat shared information in a professional manner

In case of a dispute or breakdown in communication issues will be referred to the leaders of the programme. Where the leaders are involved or are unable to resolve differences three other members of the principals group will meet to process a way forward.

All positions of service for the community agree to abide by the philosophy of the initiative which values the uniqueness of each school in the context of the community of schools.

Appointments to positions of cross school leadership will involve the collective wisdom of all the leaders in which an appointee shall work, but will always be inclusive of the secondary school leader.