

Statement of Purpose & Goals

Our strategic plan for 2013 - 2015 continued...

	2013 (Senior High)	2014 (Senior & Junior High)	2015 (Senior & Junior High)
<p>Goal 7: We will develop a culture of respect embraced by a supportive whānau whānui (immediate whānau & extended community whānau)</p>	<ul style="list-style-type: none"> * Learners, Staff, Whānau and the extended community will be given the opportunity to give input into the High Expectations (Behavioural Management) plan. * We will draw on the expertise within the immediate and the extended community to input into curriculum co-development and co-delivery. * We will provide opportunities for the whānau whānui to input into the development of policies that support the NAG, NEG & community requirements. 	<ul style="list-style-type: none"> * Review the High Expectations plan * Review co-constructed curriculum development and delivery components * Continue to develop policies to ensure that the school meets NAG, NEG & community requirements. * The inaugural 2013 Senior High Students will be leaders/tuakana of the school and help promote and foster a culture of manaakitanga and respect for their teina, their whānau and their community. 	<ul style="list-style-type: none"> * Continue to develop policies to ensure that the school meets NAG, NEG & community requirements. * Initiate a round of policy review. * Whānau, hapū, iwi and community members are actively involved in the operations of the school particularly in the wrap-around pastoral care component.
<p>Goal 8: We will develop a culture of self-review and provide high quality teaching to ensure student engagement, retention and achievement.</p>	<ul style="list-style-type: none"> * Source Professional Learning Development (PLD) that focusses on 'Inclusive Teaching Practice.' * Utilise 'Engage not Enrage' teaching strategies. * Staff, students and whānau whānui will be asked to reflect on their input into the school to support our learners in experiencing success. 	<ul style="list-style-type: none"> * Become a 'Te Kōtahitanga School' to access and utilise the strategies in the Effective Teacher Profile. * Participate in the Engaging Taitamariki for Learning (ETL) cluster. 	<ul style="list-style-type: none"> * Review participation in PLD, Te Kōtahitanga and ETL and the impact this PLD has had on learners experiencing success at our school.
<p>Goal 9: We will broaden our curriculum over time ensuring links to the purpose and vision of our school.</p>		<ul style="list-style-type: none"> * Review Youth Guarantee Program after first year of delivery and explore other options of delivering higher level Certificates that align with learner PLPs. 	<ul style="list-style-type: none"> * Business Director to explore other tertiary partnerships and/or business opportunities that link to learner PLPs and the broader purpose and vision of our school

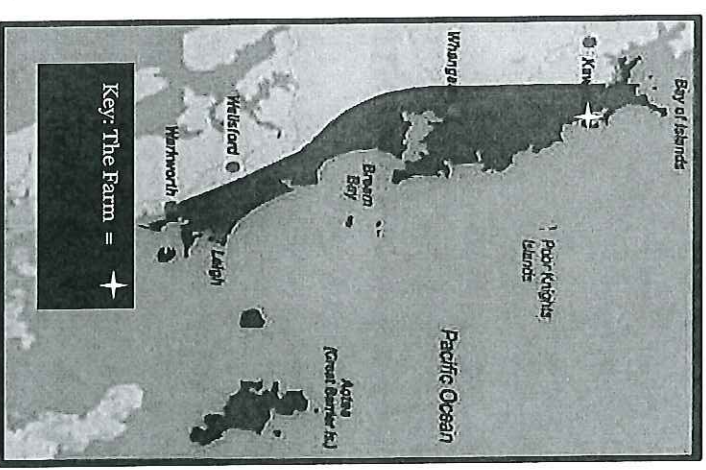


B - Education Plan

- 1 – Proposed Student Population and Educational Need
- 2 – Learning Environment, Teaching and Curriculum
- 3 – Community and External Engagement

Setting the Geographical Context

- The Farm' is situated in North Whangaruru. Whangaruru is a part of the Ngātiwai iwi (identified by the brown shading). One of the local Whangaruru hapū is Te Uri o Hikihiki.
- There is 1 kōhanga reo – Te Kōhanga reo o Mokau, 1 Primary School – Whangaruru School and a Tertiary Te Reo Course – Te Wānanga o Aotearoa, situated in Whangaruru.
- Traditionally, students leaving Whangaruru School have mainly attended Kamo High School (47.7 kms). Bay of Islands College (44.1 kms), Tikipunga High (50.9 kms), Whangarei Girls' High (51.8 kms) & Whangarei Boys High (51.8 kms) are other English Medium options. Some of our Whangaruru students are attending Te Kura Kaupapa Māori o Te Rāwhiti Roa because Māori Medium is their choice of schooling. Other students from the valley had previously attended Church College of New Zealand (Hamilton) but since that school has closed down, students have returned to Kamo High School.
- Kamo High School is the nearest Secondary School to the south at a distance of 54.1 km's from Whangaruru Primary School. According to the Ngātiwai Education Environmental scan (2011), Kamo high School has the largest number of Ngātiwai students. The nearest secondary school to the north of Whangaruru Primary school is Bay of Islands Coll at a distance of 37.6 km's – or 56.5 km's from Mokau, Whangaruru. (This is where some of the current secondary school students reside.)



Proposed Student Population

Target Groups for our Kura Hourua

- The target groups for our Kura Hourua require further discussion. However our preliminary prioritisation includes the following target groups.

Local Students

- Local students ***are prioritised*** including those who are currently underachieving in our status quo secondary education provisions. A high proportion of our local secondary school students are Māori, which aligns with the current Ministry of Education priority groups. However, our Kura Hourua will not be restricted to local students and/or students represented in underachievement.

Students connected to Ngātiwai

- Descendants with Ngātiwai lineage ***will be prioritised*** including those who are represented in underachievement statistics within secondary education. However, our Kura Hourua will not solely be for Ngātiwai Māori learners who are underachieving but these tamariki will be prioritised.

Students out of region

- Placements for students out of region will be made available after the priority group placements are filled.

Educational Needs of Proposed Student Population

We believe our school can provide for the educational needs of our tamariki. Four key enablers to support our tamariki to meet their educational needs are:

- Participation
- Engagement
- Retention
- Student Achievement

▫ *We believe that **P**articipation, **E**ngagement, **R**etention and high **S**tudent achievement are natural bi-products of a successful school. 2011 statistical data available on the Education Counts website suggests that our Northland Secondary students performed well in some areas in comparison to the National averages but that Māori still performed worse than Pākehā learners in most areas. This is alarming given that Māori made up 49.9% of all Northland learners enrolled in Y1 – 15, while Pākehā made up 44.5%, 2.3% identified themselves as Asian and 2% as Pasifika.*

▫ *The graphs included in the next few slides shows the need for a different educational/pedagogical approach for our priority learners in our region and also identifies the challenges that our student population continue to face. We believe that our school will ensure high participation, engagement, retention and student achievement. But first let's analyse the 2011 snapshot of data for our Northland students.*

Educational Needs & Challenges

Statistical Snapshot

Demographics – School types – Snapshot of status quo

Demographic

As at July 2011 there were 28,704 students enrolled in Northland Region District (see table 6). 18,906 were enrolled in years 1-8, and 9,798 in years 9-15. 49.9% identified as Māori, 2% identified as Pasifika, 2.3% identified as Asian, and 44.5% identified as European/Pākehā.

Between 2006 and 2011 there was a decrease of 248 learners (-1.7%) enrolled in schools in Northland Region District. The number of Māori learners in years 1-15 in Northland Region District is increasing at a rate of approximately 0.7%, compared to 5.2% for Pasifika, and -1.6% for European/Pākehā.

The schooling network in Northland Region is comprised of 150 schools and facilities. Of the 150 schools in Northland Region, 88 schools (58.7%) were considered low decile (decile 1-3), and 10 schools (6.7%) were considered high decile (decile 8-10).

Table 7: Number of schools in Northland Region, by school type and decile level, July 2011

Sector	School Type	Low Decile	Mid Decile	High Decile	Total
Primary	Full Primary	40	18	6	64
	Contributing	22	18	3	43
	Intermediate	3	2	0	5
Secondary	Secondary (Year 7-15)	3	5	0	8
	Secondary (Year 9-15)	4	3	0	7
	Teen Parent Unit	1	0	0	1
Composite	Composite (Year 1-15)	13	5	1	19
	Composite (Year 7-10)	0	0	0	0
Special	Special School	2	0	0	2
	All School Types	88	51	10	150

Table 6: Number of students by year level and ethnic group, July 2011

Ethnic Group	Year 1-8		Year 9-15		Total	
	Number	Percent	Number	Percent	Number	Percent
Māori	9,792	51.8%	4,520	46.1%	14,312	49.9%
Pasifika	377	2.0%	193	2.0%	570	2.0%
Asian	439	2.3%	225	2.3%	664	2.3%
Other	185	1.0%	85	0.8%	270	0.9%
European/Pākehā	8,100	42.8%	4,860	47.5%	12,760	44.5%
Foreign Fee-Paying	13	0.1%	115	1.2%	128	0.4%
Total	18,906	100.0%	9,798	100.0%	28,704	100.0%

ECE

As at June 2011 there were 202 licensed ECE services in Northland Region: 74 Education & Care services, 25 Kindergartens, 13 Home-based services, 43 Play centres, 46 Te Kōhanga Reo (TKR) and 1 Casual Education & Care services. This is an increase of 4 services since 2010, or 31 since 2006. The waiting time information for ECE services in Northland Region shows between 56 and 64 percent of services could accept a new enrolment within a month which would suggest there is available capacity in current services. However, there may be areas within Northland Region where capacity is a barrier to participation.

Table 5: Number of Year 1 students who participated in ECE prior to starting school (Year ending March 2012)

Ethnic Group	Northland Region		New Zealand	
	Number	Percent	Number	Percent
Māori	1,014	83.0	13,166	90.3
Pasifika	70	77.8	6,399	86.2
Asian	38	56.0	5,260	95.6
Other ethnic groups	25	100.0	1,328	95.7
European/Pākehā	1,236	95.6	36,007	97.9
Total	2,089	89.5	54,866	94.7

Educational Needs & Challenges

Statistical Snapshot

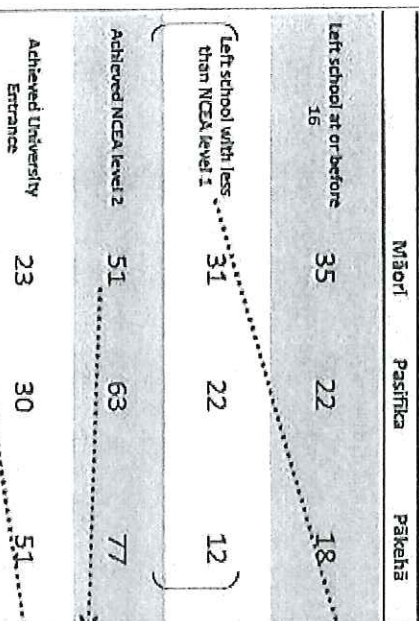
Of 100 Students...	Of 100 Māori Students...	Of 100 Pasifika Students...	in Northland Region in 2011
74	65	79	Stayed at school to at least their 17 th Birthday
3.9	5.5	3.4	Were stood down from school
83	74	81	Left School with at least a Level 1 Qualification
68	57	55	Left School with at least a Level 2 Qualification
35	24	18	Left School with the requirements for Tertiary study
42	63	46	Were located in a low decile school
13	19	14	Left school without basic literacy and numeracy requirements
89	83	78	Started school with Prior Participation in ECE

Educational Needs & Challenges

Statistical Snapshot

National Context – Secondary Sector – School Leavers 2011

Of 100 leavers in 2011



Whilst achievement in the Secondary sector continues to improve, inequality remains a major issue. Māori and Pasifika achievement is below Pākehā achievement at all levels of NCEA – the biggest gap is at University Entrance. The inequality is seen in every education region.

Nearly 1 in 3 Māori leavers in 2011 (31.4%) did not attain NCEA Level 1. This compares to 1 in 5 Pasifika leavers (21.8%), and 1 in 8 Pākehā leavers (11.9%).

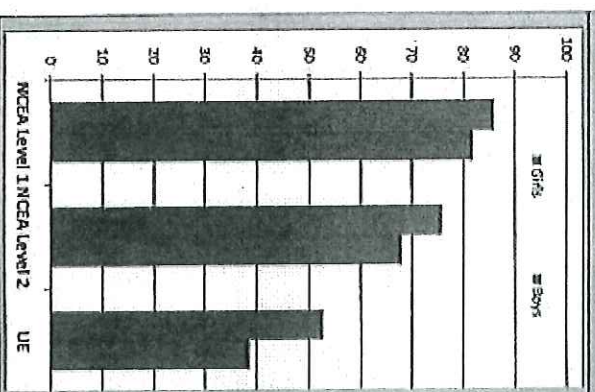
In 2011, 1 in 4 Māori (23.4%) leavers and almost 1 in 3 (29.5%) Pasifika leavers achieved University Entrance compared to 1 in 2 (50.8%) Pākehā leavers. The gap in attainment between Māori and Pākehā leavers at UE has widened since 2005, in other words, inequality has worsened. If current trends continue, it will take Māori 14 years to reach 51%, or in other words, Pākehā achievement in 2011.

In 2011, 1 in 4 Māori leavers did not have NCEA Level 1 Literacy and Numeracy, compared to around 1 in 6 Pasifika leavers and 1 in 11 Pākehā leavers.

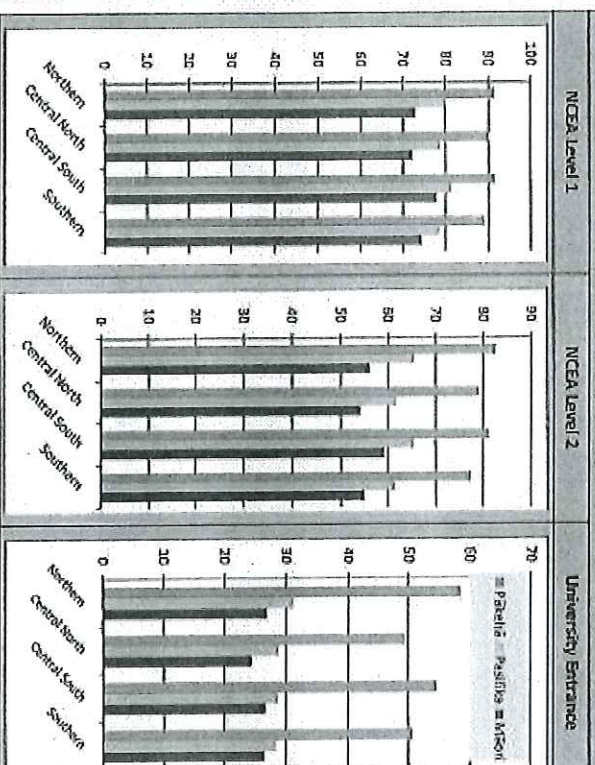
1 in 2 Māori leavers compared to 3 out of 4 Pākehā leavers, had NCEA Level 2.

At NCEA Level 1, NCEA Level 2 and even more so at University Entrance, the achievement of girls is better than that for boys.

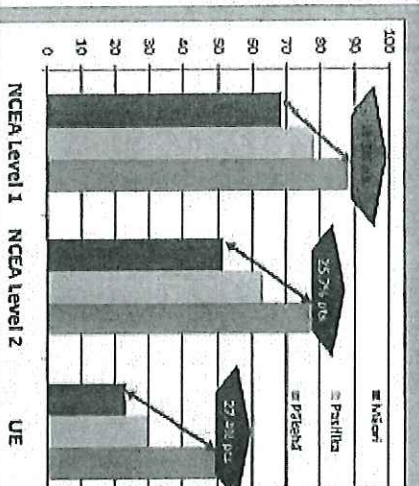
School Leavers 2011 – Gender Breakdown



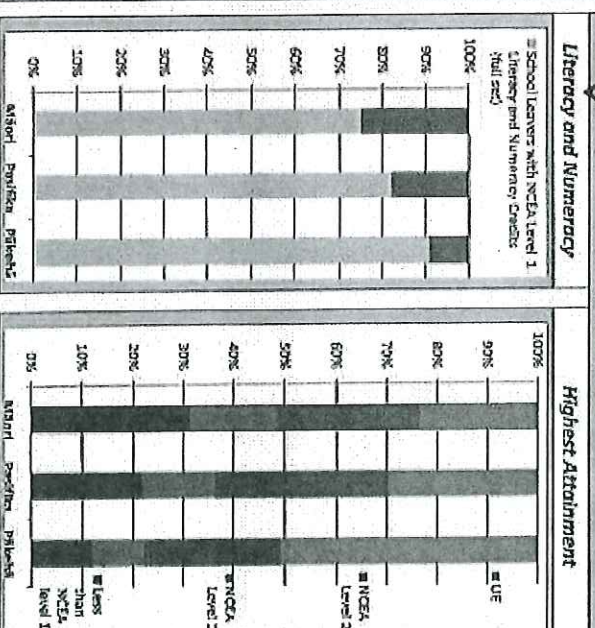
School Leavers 2011 attainment across the Education Regions by ethnicity



School Leaver National Averages – 2011



School Leavers 2011



Educational Needs & Challenges

Statistical Snapshot

Overall Secondary level achievement – School Leavers – Northland Region

Of 100 leavers in 2011			
Read or green indicates whether this is better or worse than the national average - note only 79 Pasifika school leavers in 2011			
	Māori	Pasifika	Pākehā
Left school at or before 16	35	21	20
Left school with less than NCEA level 1	26	19	11
Achieved NCEA level 2	57	55	76
Achieved University Entrance	24	18	43

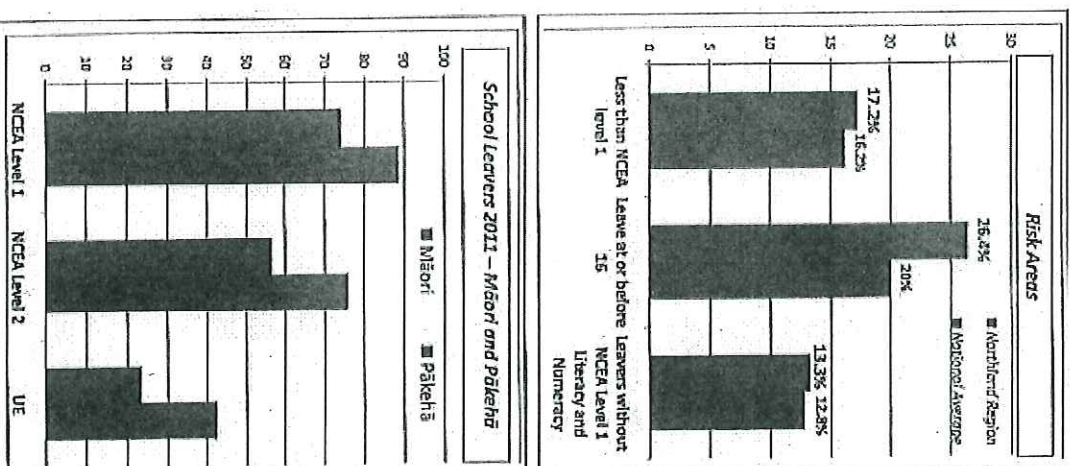
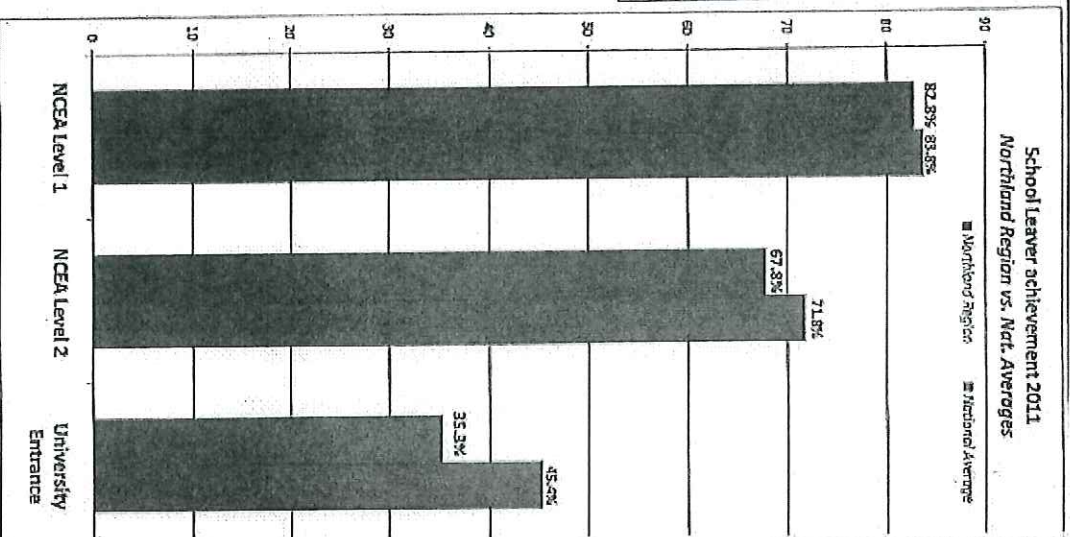
Summary of Secondary Level Achievement

Northland Region school leavers (2141), as a group, performed below the national average at all levels of NCEA in 2011. The largest gap was at UE where the difference from the national average was 10.1% points.

- The gap in attainment between Māori and Pākehā has reduced at all levels of NCEA since 2009.
- The gap in attainment between male and female leavers has widened (in favour of female leavers) at all levels of NCEA since 2009.

Māori leavers (932), as a group, achieved above the national average for Māori at all levels of NCEA. Māori achievement relative to the national average was strongest at NCEA Level 1 and NCEA Level 2.

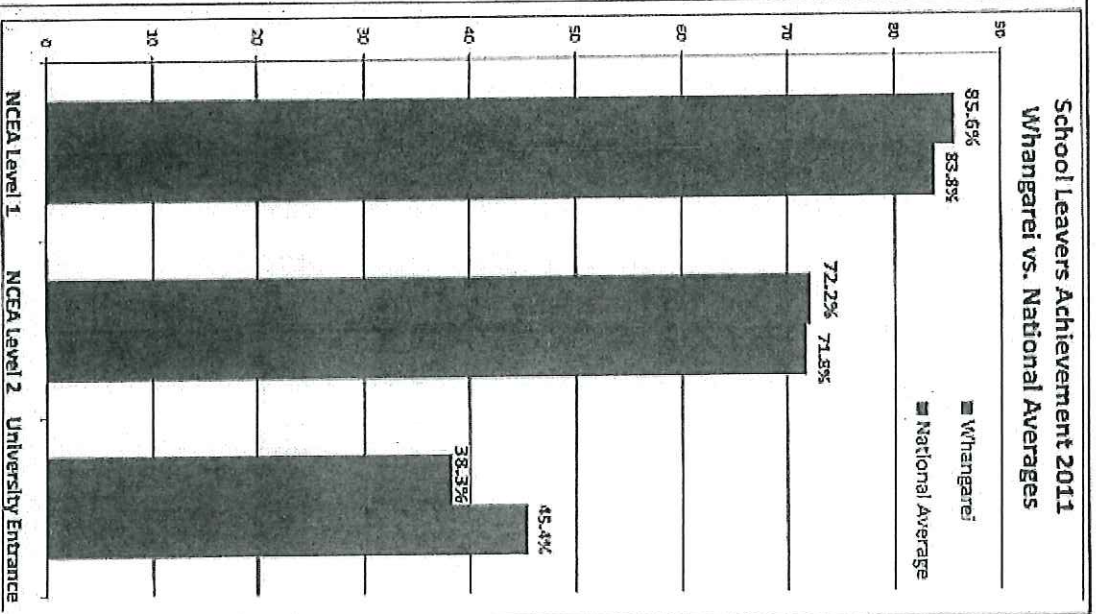
1 in 3 Māori left school at or before the age of 16 compared to 1 in 5 Pākehā. 1 in 7 leavers had not attained the full set of NCEA Level 1 and Literacy and Numeracy credits. For Māori the rate was 1 in 5 and for Pākehā it was 1 in 11. 1 in 4 Māori leavers did not attain NCEA Level 1 compared to 1 in 9 Pākehā leavers.



Educational Needs & Challenges

Statistical Snapshot

Overall Secondary level achievement – Whangarei District

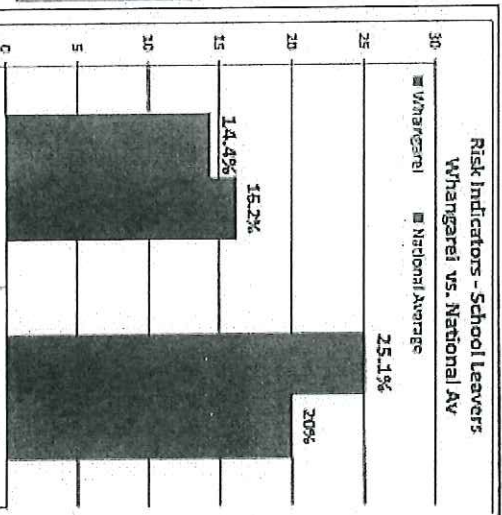


Of 100 leavers in 2011
(These were subject pools/cohorts in 2011)

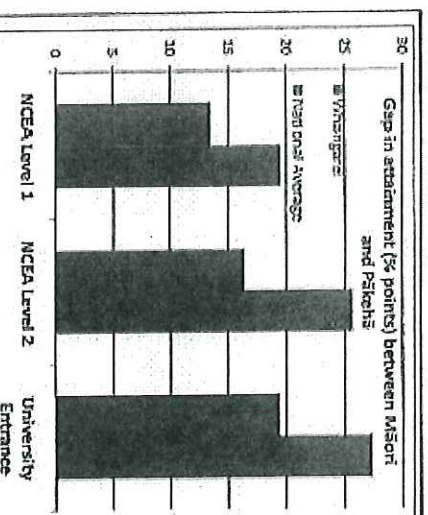
	Māori	Pasifika	Pākehā
Left school at or before 16	33	21	21
Left school with less than NCEA level 1	24	18	10
Achieved NCEA level 2	61	58	78
Achieved University Entrance	25	21	44

Summary of Secondary level achievement

- Whangarei school leavers, as a group, perform just above the national average at both NCEA Level 1 and 2.
- At UE level, Whangarei leavers are performing around 7% below the national average.
- Around 1 in 7 school leavers from Whangarei in 2011 left with less than NCEA level 1. For Māori the rate was 1 in 4.
- 1 in 4 school leavers from Whangarei in 2011 left at or before 16 years of age. For Māori, the rate was 1 in 3.
- Māori leavers performed above the national average for Māori at NCEA Level 1, NCEA Level 2 and UE. Pākehā leavers performed above the national average for NCEA Level 1 and NCEA Level 2 but below the average for UE.
- Whilst the achievement of Māori leavers (as a group) is below that for Pākehā leavers, Whangarei has less inequity than most other parts of New Zealand.



Less than NCEA level 1 Leave at or before 16



A key measure of inequity is the gap in attainment between different groups. In the above graph the red column gives the national average gap between Māori and Pākehā leavers through NCEA, e.g. nationally, there is a 27.4% points difference in the attainment of UE between Māori and Pākehā leavers. In Whangarei there is far less inequity at UE.

Additional Challenges For our children include...

- Travel
 - Currently many of our children are travelling up to 2 hours a day return to attend school in Whangarei. The challenge will now be reversed for tamariki who live in Whangarei and wish to attend our school.
- Our Proposed Response
 - We are looking at residential options to reduce the negative affects of travel and increase the opportunity for more meaningful pastoral care.
 - Up until the residential option is available, the use of vans will make the time and ride more pleasant for our students.