



## ACHIEVEMENT CHALLENGES



## OUR VISION

To create a community of learners who are

- Ako Tahi (Learning Together)
- Mahi Tahi (Working Together)
- Paetae Kohi (Raising Achievement)

Through

- Sharing expertise
- Drawing communities together
- Growing learners' capabilities

## OUR PRINCIPLES

- Open
- Collaborative
- Authentic

## OUR CONTEXT

The Opuke Community of Learning consists of nine schools based around the foothills of Opuke (Mt Hutt) and along the plains bordered by the Rakaia River. There is one secondary school (Mt Hutt College), five full primary schools (Mayfield, Mt Somers-Springburn, Our Lady of the Snows, Rakaia and Dorie), and three contributing primary schools (Methven, Lauriston and Chertsey).

While there are currently no Early Childhood Education Services (ECE) involved we are working on establishing relationships with ECE to grow the learning pathways across our Community of Learning.

In all, the schools cater for 1,362 students, 91 teaching staff, and eight proactive and dedicated Boards of Trustees. The schools are extremely well supported by their parent and wider communities who value education for their tamariki.

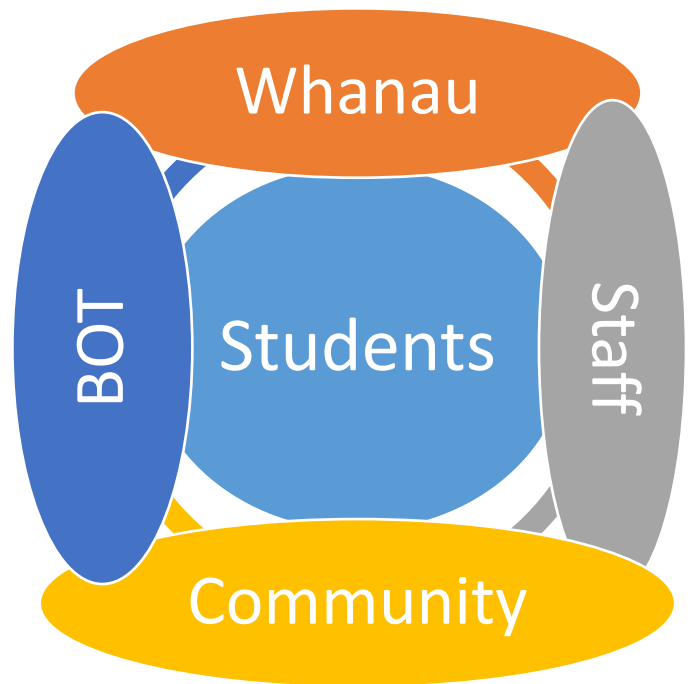
The communities our schools work alongside are largely supported by the primary industries (sheep, beef, dairy and arable farming), and their associated services. While this provides economic stability for many of our families, transience between schools within our Community of Learning and from schools outside our community affects the social and academic well-being of our ākonga.

The continuous changing climate of the Mid-Canterbury agricultural industry, and the transience of our student population, has prioritised the need for us to focus on effective transition programmes and inclusive practices across the Community of Learning. Schools where inclusive practices are being developed will be supported by schools with embedded systems.

## EFFECTIVE TRANSITION

Effective transition processes will support ākonga along their learning pathways through:

- Engaging in collaborative inquiry
- Building shared understandings about pedagogy
- Improving knowledge about each school's community
- Building partnerships with parents and whanau
- Developing innovative practices



## DEVELOPING WAYS OF WORKING AS A COMMUNITY OF LEARNING

We have a long and rich history of working collaboratively together, such as our ICT Community, shared professional development opportunities, our Mid Canterbury Education Conferences, celebrating sporting and cultural occasions, and strong community connections with business, agriculture and social agencies.

We will continue to foster our strong community connections to enable us to raise student achievement within our community by providing rich learning opportunities, quality teacher professional development, and co-operation, collaboration and understanding between our Boards of Trustees.

We will continue to set high expectations and pursue both internal and external opportunities to develop our resourcing to enhance and strengthen our Community of Learning.

## COLLABORATING FOR SUCCESS

Schools within our Opuke Community hold strongly to the belief that the learner is at the heart of the matter. Our kaupapa is focused on embracing the strengths within our communities. These include our whanau, boards, staff, and wider community. These connections will enable us to grow capacity and accelerate achievement. Our constant focus is “what impact will this have for our learners?”

### Mahi Tahi (Working Together)

Mahi Tahi describes the unity of a group of people working towards a specific goal<sup>2</sup>. The Community of Learning will work strategically to evaluate its capacity in the chosen areas utilising The Learner-Focused Evaluation Processes and Reasoning<sup>2</sup>, as shown in the diagram

### Ako Tahi (Learning Together)

Ako Tahi describes the act of sense-making, and the collection of stories, across our Community of Learning to inform and enhance best practice. While making sense of these processes across our Community of Learning, we also acknowledge the individual identities of each school and therefore embrace both their shared and individual stories. Our Community of Learning will foster a culture of integrity, honesty, and openness through our principles with robust conversation.

### Paetae Kohi (Raising Achievement)

Paetae Kohi describes a common improvement agenda within our Community of Learning which embraces strategic, regular and emergent evaluations to improve outcomes for our learners. Through the process of Mahi Tahi and Ako Tahi we will investigate and make sense of our Achievement Challenges by prioritising, taking action, monitoring and evaluating.



<sup>2</sup> Effective School Evaluation 2016, ERO

## Initial Achievement Challenges

With the ultimate aim to improve outcomes for all learners, the Opuke Community has analysed our assessment data and identified three initial areas of Challenge:

- We will accelerate achievement in mathematics for all students in Years 1-10.
- We will accelerate achievement in writing for all boys in Years 1-10.
- We will raise achievement and endorsement levels in NCEA Level 2.

The Opuke Community has been allocated the following resources:

- 1 Lead Principal
- 1 Learning Teacher across the Community
- 9 Learning Teachers within schools
- 3300 hours of inquiry time (0.66 FTTE)

We will use these resources to achieve our Challenges through sharing our expertise, drawing our communities together, and growing our learners' capabilities.

## MONITORING AND EVALUATING

- Monitoring of progress in relation to our goals and targets:
  - On-going collection of data to inform where we are now, identify our next steps, and evaluate our progress towards our goals
  - A range of quality information, including achievement data and student efficacy information, will be used to measure our progress
  - Collaboration and inquiry will underpin our pedagogical approaches and growth in professional capability in order to raise achievement for all of our ākongā
  - Student, staff, Board of Trustees, and community voice will be gathered and used to strengthen our valued partnerships
  - Methods used to collect evidence will be open and transparent to ensure relevance and connection to our communities
  - Data will be collected and aggregated in a way that respects the privacy and integrity of all
- Evaluating progress in relation to the identified challenges:
  - Evaluate outcomes in relation to our achievement challenges
  - Analyse next steps for our Community of Learning
  - Identify things that have changed as a result of individual and collective actions
  - Prioritise the areas of future focus
  - Identify areas for further building of our professional capability





*Paetae Kohi, Ako Tahi, Mahi Tahi* Raising Achievement, Learning Together, Working Together

Achievement Challenges	Our challenge is to accelerate achievement in Mathematics for all students in Year 1-10	Our challenge is to accelerate achievement in Writing for all boys in Year 1-10	Our challenge is to accelerate achievement in NCEA Level 2 of boys and maintain endorsements for all students.
Baseline Achievement Information 2015	All students Y1-10	Boys Y1-10	Boys Achievement and All students Endorsement Y12 (Roll Based)
Percentage of students At or Above the age appropriate curriculum level (using NS and teacher judgements)	76%	67%	69% of boys achieved NCEA L2 35% of Level 2 students achieve endorsements
Number of students achieving the goal out of their respective cohorts	828 out of the 1089 students	393 out of the 587 boys	34 out of the 49 students achieve NCEA L2 28 out of the 80 students achieve endorsements

Achievement target as at the end of 2017/2018	All Students	All Students	All Students
Increase the number of students At or Above the age appropriate curriculum level	2017 – 85% (926 students) 2018 – 90% (980 students)	2017 – 75% (440 students) 2018 – 85% (499 students)	2017 – 80% (38 out of 48) boys achieve NCEA L2 and 35% (30) gain endorsements 2018 – 85% (29 out of 34) students achieve NCEA L2 and 35% (22) gain endorsements
<b>Narrative</b>	<p>Learners in the CoL need to be competent about using mathematics to improve their engagement in everyday life and in their school life.</p> <p>The data analysis indicated that achievement in Mathematics was consistent across ethnic and gender groups which is why we have not specifically targeted a cohort of Māori or Pasifika students or just boys or girls.</p> <p>Schools have been involved in initiatives such as ALiM, focussed teaching and learning in maths, and professional development to improve practice which has gone some way to improve the levels of success for learners.</p> <p>Some further possible actions include:</p> <ul style="list-style-type: none"> <li>• sharing teaching and learning strategies between primary and secondary practitioners;</li> <li>• skilled mathematics teachers modelling lessons for teachers and providing feedback to improve practice;</li> <li>• schools organising whanau sessions to help families build a home/school partnership;</li> <li>• creating a digital network to link teachers within the Community to share ideas and resources for the teaching of Mathematics.</li> </ul>	<p>Across the Opuke CoL, Writing has been identified as an important achievement challenge that needs addressing. The data has shown that boys writing is of concern across the Community. While the focus will be on boys writing, it is perceived that all students will benefit from positive changes to teaching and learning across the CoL. The data analysis indicated that achievement in Writing was consistent across ethnic groups. Initially, we will carry out an in depth analysis of achievement in writing. Achievement data from the learners across our CoL will be collected and collated, patterns identified, and priority learners and individual cohorts identified.</p> <p>We have identified transition as a possible issue affecting achievement in writing. Initial information around the issue of transition between schools and its impact on writing will be gathered.</p> <p>Schools that have been involved in successful professional development initiatives (for example the ALL programme or similar literacy programmes) will be identified and will share their knowledge across the CoL. This may also include connecting with schools outside the Opuke CoL.</p>	<p>Our data suggests that the cohort of Year 12 2017 is not as strong academically as the cohort in 2016, and the Year 12 cohort 2018 has even greater learning needs again. In both these cohorts the boys are overrepresented in the underachieving students. This means increasing the number of boys who achieve NCEA level 2 and maintaining the current level of endorsements for all students in level 2 is our identified NCEA Challenges. These targets will be adjusted annually as we have more data on the cohorts. Within the Opuke CoL NCEA Year 12 overall Achievement rates are currently 80% or just above. As we are small our cohorts can vary greatly from year to year. Data and ad hoc information shows that students that are having difficulty achieving Level 2 NCEA have been operating lower than Level 5 of the NZ Curriculum in Years 9 and 10. Within this group low achievement in Literacy and Mathematics in particular has limited students' access to the curriculum.</p> <p>It is worth noting that the biggest variability in NCEA Level 2 success is in the boy's results. More boys from Year 7 to Year 10 are identified with learning needs.</p> <p>Improved results in Writing and Mathematics, especially boys, will allow more students to have better outcomes in their Level 2 NCEA. This will include more students achieving Merit or Excellence endorsement.</p>

## OUR ACHIEVEMENT CHALLENGES

### 2015 Baseline Data

### 2015 End of Year Achievement Data (National Standards) for Opuke Community of Learning

School Name	Student Type and Total	Mathematics				Writing			
		Percent B/WB	Number B/WB	Percent At/Above	Number At/Above	Percent B/WB	Number B/WB	Percent At/Above	Number At/Above
<b>Methven (Y1-6)</b>	All students (271)	20	55	80	216	25	68	75	203
	Male (148)	19	28	81	120	31	46	69	102
	Female (123)	22	27	78	96	18	22	82	101
<b>Chertsey (Y1-6)</b>	All students (26)	19	5	81	21	23	6	77	20
	Male (11)	27	3	73	8	36	4	64	7
	Female (15)	13	2	87	13	13	2	87	13
<b>Lauriston (Y1-6)</b>	All students (76)	21	16	79	60	18	14	82	62
	Male (37)	16	6	84	31	19	7	81	30
	Female (39)	26	10	74	29	18	7	82	32
<b>Mt Somers Springburn (Y1-8)</b>	All students (79)	24	19	76	60	32	25	68	54
	Male (47)	21	10	79	37	34	16	66	31
	Female (32)	28	9	72	23	28	9	72	23
<b>Dorie (Y1-8)</b>	All students (68)	25	17	75	51	31	21	69	47
	Male (33)	21	7	79	26	36	12	64	21
	Female (35)	29	10	71	25	26	9	74	26
<b>Mayfield (Y1-8)</b>	All students (47)	23	11	77	36	30	14	70	33
	Male (21)	24	5	76	16	38	8	62	13
	Female (26)	23	6	77	20	23	6	77	20
<b>Our Lady of the Snows (Y1-8)</b>	All students (39)	36	14	64	25	36	14	64	25
	Male (26)	42	11	58	15	46	12	54	14
	Female (13)	23	3	77	10	15	2	85	11
<b>Rakaia (Y1-8)</b>	All students (186)	30	55	70	131	37	68	63	118
	Male (94)	34	32	66	62	51	48	49	46
	Female (92)	25	23	75	69	22	20	78	72
<b>Mount Hutt College (Y7-10)<sup>1</sup></b>	All students (298)	25	74	75	224	43	128	57	170
	Male (170)	28	48	72	122	60	102	40	68
	Female (128)	20	26	80	102	20	26	80	102
<b>Boys</b>	<b>587</b>	<b>26%</b>	<b>150</b>	<b>74%</b>	<b>437</b>	<b>43%</b>	<b>255</b>	<b>57%</b>	<b>332</b>
<b>Girls</b>	<b>503</b>	<b>23%</b>	<b>116</b>	<b>77%</b>	<b>387</b>	<b>20%</b>	<b>103</b>	<b>80%</b>	<b>400</b>
<b>Overall</b>	<b>1090</b>	<b>24%</b>	<b>266</b>	<b>76%</b>	<b>824</b>	<b>33%</b>	<b>358</b>	<b>67%</b>	<b>732</b>

2015 End of Year Achievement Data (National Standards) for Opuke Community of Learning – Priority Students					
	Student Type	Mathematics		Writing	
		Percent B/WB	Percent At/Above	Percent B/WB	Percent At/Above
<b>Priority Students</b>	Maori (106)	32	68	36	64
	Pasifika (25)	44	56	32	68

<sup>1</sup> The data for Years 9&10 is not National Standards based. An OTJ has been made on students' assessment data.

**Achievement Data (NCEA Level 2) for Opuke Community of Learning**

<b>School Name</b>	<b>Student Type</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
		Attainment by %	Attainment by %	Attainment by %
<b>Mount Hutt College</b>	All students	84	82	80
	Male	73	82	69
	Female	93	83	96
	Maori	33(1)	67(4)	100(5)

( ) Number of students