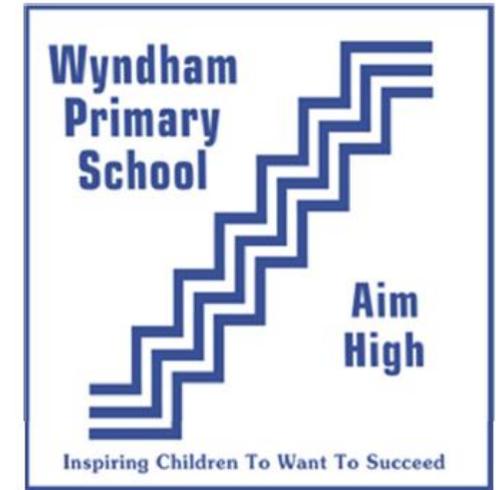


# Lower Matura Valley Community of Learning



## Achievement Plan 2015 - 2018



*Lower Matura Valley – Community of Learning*

## **Our Vision**

**We are working together to cultivate a community of 21<sup>st</sup> century, confident, connected and engaged learners.**

## **Our Background**

The Lower Maitara Valley (LMV) Community of Learning (COL) is set in the rural heartland of Eastern Southland.

There are two small townships of Wyndham and Edendale both with populations around 500 people.

These two townships service and support a hinterland of farms focused on dairying, sheep and beef.

The Lower Maitara Valley schools have historically worked in partnership across various levels including school activities, Principal Support Cluster and at a Board of Trustees level.

The Community of Learning is a natural next step in our collaboration.

There are five schools that make up the Lower Maitara Valley Community of Learning.

Menzies College (Decile 5, Year 7 to 13 - Roll 290)

Edendale Primary School (Decile 8, Year 1 to 6 – Roll 149)

Glenham Primary School (Decile 8, Year 1 to 6 – Roll 17)

Tuturau Primary School (Decile 4, Year 1 to 6 – Roll 31)

Wyndham Primary School (Decile 6, Year 1 to 6- Roll 120)

## Our Key Goals

*To grow the capacity of our community of learners to wisely and confidently connect with the world in innovative and authentic ways.*

### **This means...**

- The tools of technology are naturally involved with learning.
- Learners share their views and feedback to others.
- Interaction with the world happens anywhere, anytime.
- Digital citizens wisely and intelligently manage their digital presence.
- Learning is flexible from real world to digital world.

*To encourage and celebrate an understanding that personal progress towards goals comes through strong engagement across and within a broad learning process.*

### **This means...**

- Time doesn't matter as to when we learn.
- Teachers can be anyone.
- Schools work in concert with the community.
- Motivation is strongest when it is personal and intrinsic
- Learning goals are achieved.
- Ownership of learning is shared across all participants.
- Learning is seamless from one place to another.

## Our Student Achievement Challenges

### **MATHEMATICS**

Currently **74%** (262/355) of **Year 1-8** students are 'At' or 'Above' National Standards  
Our target is to have **82%** (291 / 355) in 2016, rising to **85%** (302 / 355) in 2017 of students in **Year 1 to 8** achieve 'At' or 'Above' the National Standards in **mathematics** across the Community of Learning.  
To achieve this we must accelerate the progress of **40 students** by 2017 to reach 302

### **WRITING**

Currently **64%** (121/190) of **Year 5-8** students are 'At' or 'Above' National Standards  
Our target is to have **75%** (143 / 190) in 2016 rising to **85%** (162 / 190) in 2017 of students in **Year 5 to 8** achieve 'At' or 'Above' the National Standards in **writing** across the Community of Learning.  
To achieve this we must accelerate the progress of **41 students** by 2017 to reach 162.

### **NCEA ACHIEVEMENT**

Currently **67.5%** (27/40) of school leavers achieve **Level 2 NCEA**  
Our target is to have **85%** (34 / 40) of Menzies College school leavers achieve **Level 2 NCEA** by the end of 2017.  
To achieve this we must accelerate the progress of **7 students** to reach 34.

## Our Operating Ethos

**Pathway** – we know from **our** experience that a vast number of **our children** take a definable pathway in their learning. It starts with a primary school in **our** area and proceeds to Menzies College. This learning pathway is the key focus for **our** Community of Learning. We know we are successful in our plan when student achievement shows longitudinal growth to the point that we exceed the expectations for the National Standards and the NCEA targets.

**Partnerships** – we are all in this together, facing similar challenges, with similar resourcing structures with the same aims. It makes sense to work together in partnership to maximise the outcome for **our children**. We know we are successful with our plan when schools are working in conjunction with each other in relation to some of the everyday aspects, where new ideas emerge from the exploration of existing problems and where have been successful in gaining funds for an Innovative Teaching Project.

**Transitions** – many of **our children** move from one school to one College. In **our** area we are privileged that this is simply a transition from primary (contributing to Year 6) onto secondary (Year 7 to 13). Getting these transitions right helps **our children** move from success to success. There is a wide range of Early Childhood providers that provide support to families and whanau. There are also transitions within a school that need to work for our students. We know that we are successful when there is a strong early childhood attendance within the area that prepares our children for school using the 'Key Skills for School' transition document and our Year Six children are well prepared for entering Menzies College and are meeting many of the graduate students key competency measures.

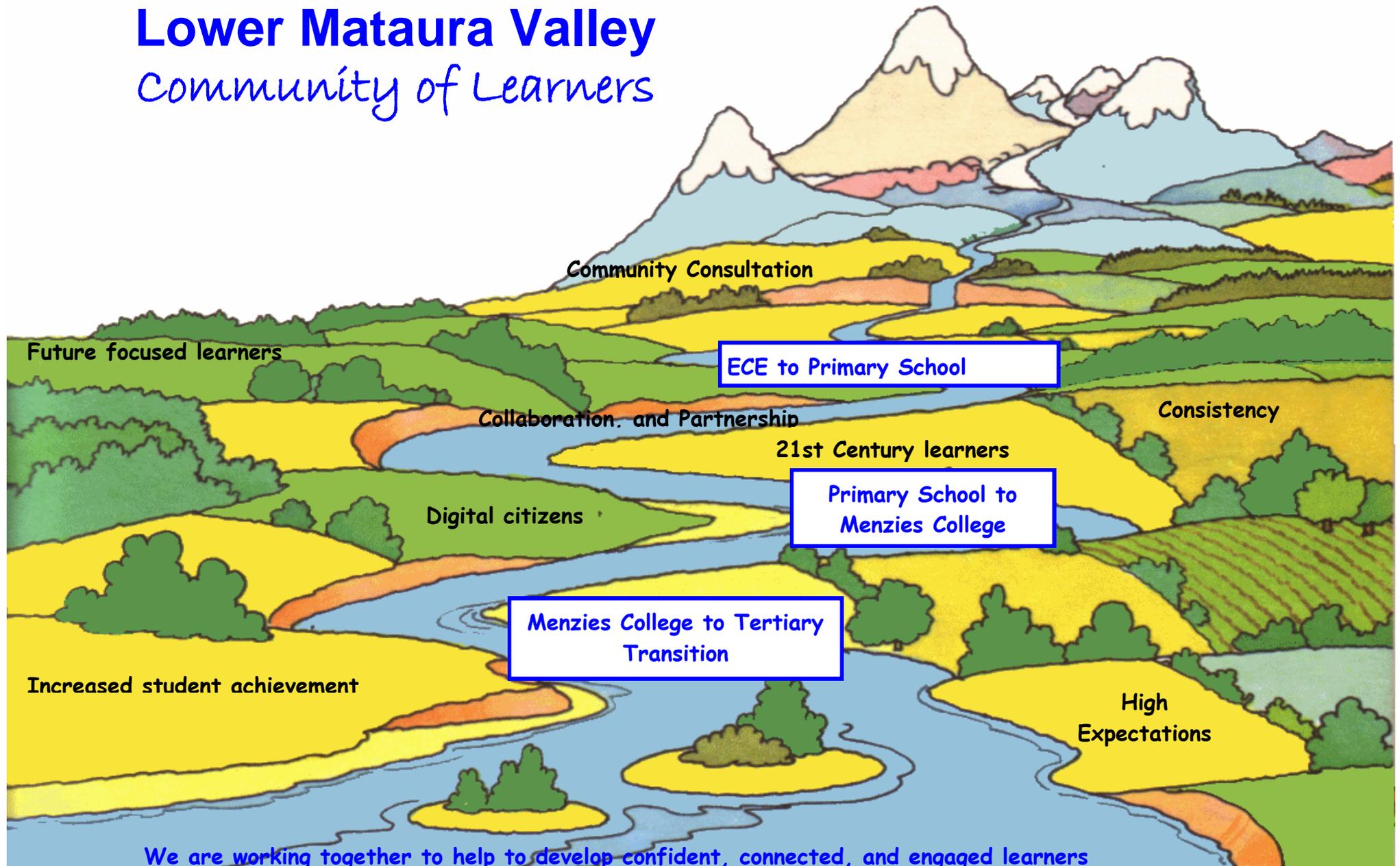
**Consistency** – with Menzies being the main recipient of **our children** being able to align **ourselves** with consistency helps **our children**. We know that we are successful with our plan when there are shared system structures that allow for ease of information sharing, a strong use of e-learning 21<sup>st</sup> century learning strategies and coherence across strategic plans.

**Expectation** – That we hold high expectations for **our** children as family and whanau, as a community, as schools and teachers.

**Collegiality** – Working together is important to us. We want to provide **our children** with the best possible education. This will involve the need to deeply discuss, consult and agree on a shared way forward. We know that we have been successful with our plan when there is a beneficial, clear, strong, shared and supportive vision forwards for all participating schools.

**Continual Improvement** – We aim to continually reflect and grow. This founding document will be a benchmark to grow our Community of Learning.

# Lower Matura Valley Community of Learners



## Writing

Currently **64% (121/190)** of Year 5 to 8 students are At or Above.

Our target is to lift achievement so that we have **75% (143/ 190)** in 2016, rising to **85% (162 / 190)** in 2017 of students in **Year 5 to 8** achieve 'At' or 'Above' the National Standards in **writing** across the Community of Learning.

To achieve this we must accelerate the progress of 22 students in 2016 to reach 143 and then 19 more students in 2017 to reach 162.

### A Deeper Look Inside the Wider Data

**Maori** student achievement sits below non-Maori.  
At/Above

- Year 1 – 6  
Māori 63% (34/54)
- Year 7-8  
Māori 15.8% ( 3/19 )

There is a gender gap in relation to **boys** not doing as well as girls.  
At/Above

- Year 1-6  
Girls 86.7% (111/128)  
Boys 71.1% (96/135)
- Year 7-8  
Girls 62.8% ( 27/43 )  
Boys 38.3% (18/47)

## Strategic Actions for 2016

**Teaching and Learning:** *To develop strong pedagogy that supports and enhances learning.*

- To review schools writing LTP in relation to coverage of the NZ Curriculum in writing.
- Analyse student achievement data to determine specific areas of writing curriculum that compromise progress.
- To utilise inquiry time, the Within School and Across School teachers to observe and support classroom teachers in the teaching of writing.

**Priority Learners:** *To develop successful strategies to accelerate learning for our priority students.*

- Interview priority students to develop hunches around causes of writing learning delay.
- To develop a co-ordinated seamless system to **identifying and responding to priority learners** in writing from primary to College.
- To develop a clear picture of **key cohort groups and subgroups** that impact our achievement data in writing.
- To **work with Ngai Tahu** around a common response to priority Maori learners.
- Investigate formalising **one contact person from CYFS, SE** for our LMV schools.

**Assessment and Reporting:** *To use valid, reliable and informative assessment practises that assist with teaching, learning and reporting.*

- To develop a common understanding towards expectations for **achievement and progress** in writing.
- To develop a consistency around effective **assessment tools** in writing e.g. –e-asttle.
- To work on **coherence of reporting to parents processes** in writing.
- To develop a shared understanding of a Year 6, 8 and Leavers **graduate profile** in writing.
- To initiate **moderation** of OTJs by teachers of learners in writing.

**Reflection and Review:** *To reflect, improve and grow.*

- To analyse LMV COL data to determine the difference made to **students** in writing.
- Provide **opportunities for writing to be highlighted** for example story writing and spelling competitions, author visits, school newsletters, blogs, Literacy Week.
- Provide **information to parents** around expectations of the National Standards, oral language and extensive vocabulary, assessment processes.
- To share across schools resources, expertise, timetabling
- Develop and LMV COL shared electronic platform for the dissemination of information, notices and newsletters.

## Maths

Currently **73.8%** (262 / 355) of Year 1 to 8 students are At or Above.

Our target is to lift achievement so that so we have **82%** (291 / 355) in 2016, rising to **85%** (302 / 355) in 2017 of students in **Year 1 to 8** achieve 'At' or 'Above' the National Standards in **mathematics** across the Community of Learning.

To achieve this we must accelerate the progress of 29 students in 2016 to reach 291 and then 11 more students in 2017 to reach 302.

### A Deeper Look Inside the Wider Data

**Maori** student achievement sits below non-Maori. At/Above

- Year 1 – 6  
Māori 66.7% (36/54)
- Year 7-8  
Māori 37% ( 7/19 )

The gender gap is different in primary Year 1-6 to Year 7-8 at college

- Year 1-6  
Girls 77.3% (99/128)  
Boys 80.7% 109/135)
- Year 7-8  
Girls 70% ( 30/43 )  
Boys 49% (23/47)

## Strategic Actions for 2016

**Teaching and Learning:** *To develop strong pedagogy that supports and enhances learning.*

- To review schools maths LTP in relation to coverage of the NZ Curriculum in Maths.
- Analyse student achievement data to determine specific areas of maths curriculum that compromise progress.
- To utilise inquiry time, the Within School and Across School teachers to observe and support classroom teachers in maths teaching.

**Priority Learners:** *To develop successful strategies to accelerate learning for our priority students.*

- Interview priority students to develop hunches around causes of maths learning delay.
- To develop a co-ordinated seamless system to **identifying and responding to priority learners** in maths from primary to College.
- To develop a clear picture of **key cohort groups and subgroups** that impact our achievement data in maths.
- To **work with Ngai Tahu** around a common response to priority Māori learners.

**Assessment and Reporting:** *To use valid, reliable and informative assessment practises that assist with teaching, learning and reporting.*

- To develop a common understanding towards expectations for **achievement and progress** in maths.
- To develop a consistency around effective **assessment tools** in maths e.g. JAM, Gloss , IKAN PAT.
- To work on **coherence of reporting to parents processes** in maths.
- To develop a shared understanding of a Year Six, Eight and Leavers **graduate profile** in maths.
- To initiate **moderation** of OTJs by teachers of learners in mathematics.

**Reflection and Review:** *To reflect, improve and grow.*

- To analyse LMV COL data to determine the difference made to **students** in maths.

## NCEA

Currently **67.5% (27 / 40)** achieve NCEA Level Two.

Our target is to lift retention and achievement that so we have **85% (34/40)** of Menzies College school leavers achieve **Level Two NCEA** by the end of 2017.

To achieve this we must accelerate the progress of 7 students to reach at least 34.

### A Deeper Look Inside the Wider Data

#### Retention and Achievement

In 2014 61.6% (8/13) students who left before 17 years did not achieve NCEA L1.

#### School Leavers: Gender and NCEA L2.

In 2014 72.2% (13/18) of females compared with 63.6% (14/22) of males achieved NCEA L2.

## Strategic Actions for 2016

**Retention:** *To develop strategies and systems that promote positive engagement with formal education.*

- Communicate with our community and across schools the importance of NCEA Level Two as the minimum requirement for all leavers.
- Educate parents around how NCEA works and how Level 2 credits can be gained through a variety of providers.
- Track the progress of all students regularly, especially the obtaining of 10 Literacy and Numeracy credits in Year 11.
- Have partnerships with Tertiary providers that allow students to learn in both environments from Year 11 onwards while staying 0.8 enrolled at Menzies College.

**Raising Aspiration:** *To encourage our students to explore their full potential when aiming towards future careers.*

- All students to be conferenced about their aspirations, course of study and needs for future pathways by the Deans and careers personnel.
- Students to be continually informed and engaged of the Vocational Pathway qualifications available.
- Students to experience a range of career presentations from Tertiary providers, employers and former students.

**Priority Learners:** *To develop successful strategies to accelerate learning for our priority students.*

- Create a Targeted Learner's register, develop action plans/Individual Education plans and annually review to support students from Year 11 upwards. Review
- Establish and maintain a targeted class for Year 10 and 11 students who have been identified as requiring two years to achieve the minimum NCEA Literacy and Numeracy requirements.
- Work in partnership with the student, staff and whanau to create a course of work that is appropriate for their needs and leads to Level 1 and 2 success.
- Ensure these students achieve credits through a series of providers.
- Explore common themes in Education Review Office reports that would support a longitudinal improvement in learning for priority learners.

## Our Vision

**We are working together to cultivate a community of 21<sup>st</sup> century, confident, connected and engaged learners.**

### Meetings occurred in Term 2/3 and planned for Term 4 2015

The LMV has held three meetings with Principals and BOT members, plus a full community meeting to gain feedback on the Achievement Challenges. A smaller COS Leadership Team has met three times in between these meetings to support the development of the Achievement Challenges and forward plan. Three more meetings are planned in term 4 including a progress review meeting.

Term	Term Two											Term Three										Term Four									
Week	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	
Process	Establishing our Achievement Plan																				Planning & Establishing Protocols										
Establishment Community Meetings																															
COS Leadership Team Meeting																															
Planned Oversight Team Meeting																															
Progress Review Meetings																															

