

ŌTŪMOETAI COMMUNITY OF LEARNING

Ka kitea, ka kitea, ka kitea!



**Homai ngā ture kia wetewetea!
Homai ngā tauria kia whakanuia!**

Ka kitea, ka kitea, ka kitea!

Awaken, arise, embrace!

These very words are articulated by Ngāti Ranginui scholar and composer Maharaia Winiata in a haka he composed.

The significance of the words is expressed in the phrase:

“I te ngaro, i te ngaro a Ranginui, ka kitea, ka kitea, ka kitea”

The history of Ngāti Ranginui shows a time of respite and remission. I te ngaro corresponds to a place where Ngāti Ranginui had once been. Ka kitea reflects Ngāti Ranginui’s resolve at this time, where, from this respite and remission, Ngāti Ranginui established itself as the sole stakeholder in the area we cover in our COL.

‘Ka kitea’, as above, is the statement that we will embrace, for us to challenge ourselves, to be resolute in our pursuit, to lift the now stake holders, our taura, to new heights.

**Homai ngā ture kia wetewetea!
Homai ngā taura kia whakanuia!**

*‘Show me the obstacles so I may tear them down,
empower our children and praise them’*

Nā Heywood Kuka (Ngāti Ranginui)



Ko te ara poutama: this section teaches us of the organic process of the learning, and the adaptations that occur within teachers and the students whilst negotiating both the lessons and the learnings involved in the reciprocation, receiving and dissemination of information and knowledge.

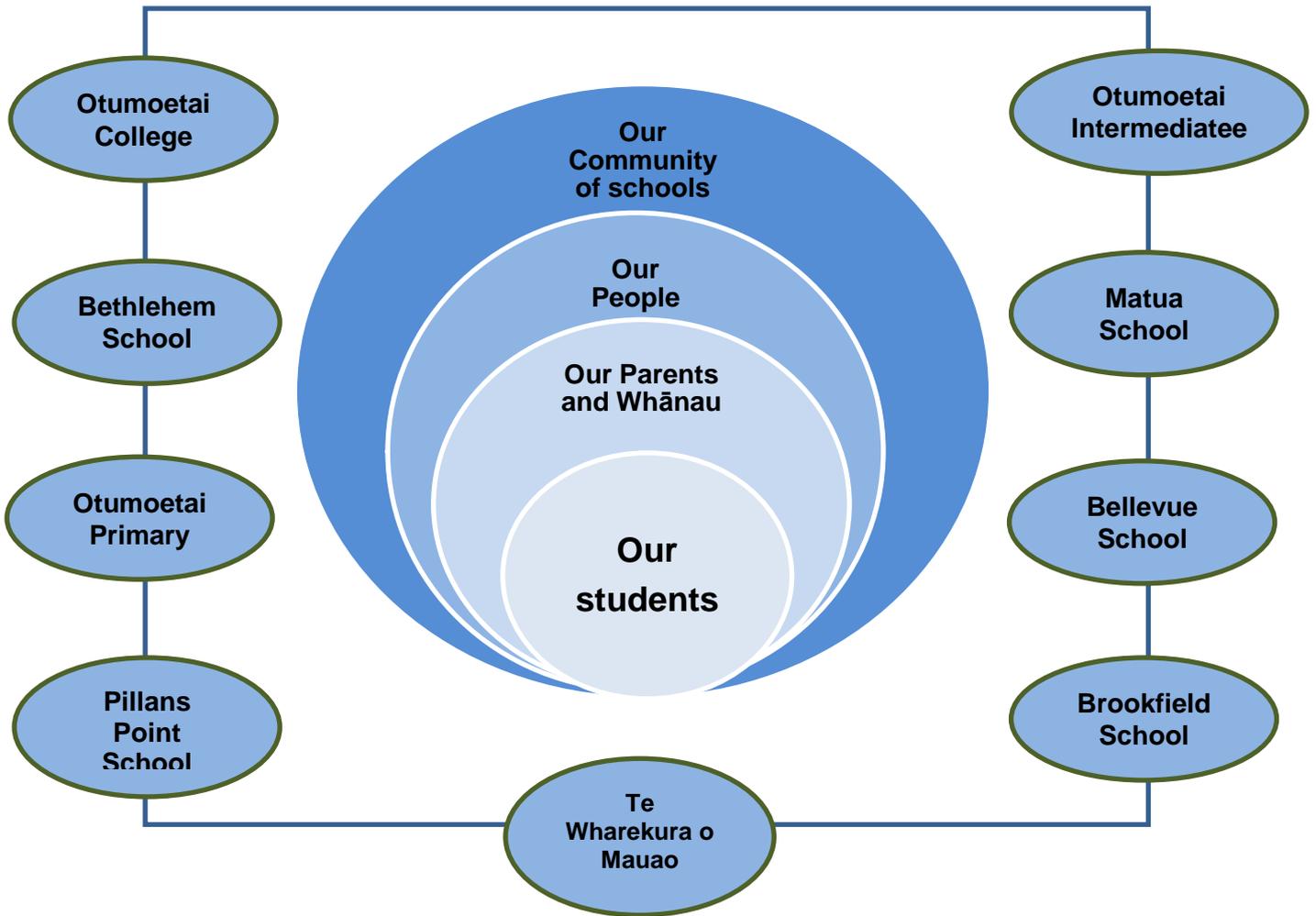
Ko te mata o te atua: this section is dedicated to the kaupapa and its participants. The use of the ara moana pattern highlights the importance of the journey of learning and the preparations that must occur before we set out to achieve our goals

Ko te mana o te whānau: this section is dedicated to each and every participant who comes in contact with the kaupapa. This mangopare reflects the collective strength of schools, teachers, students and their families working towards mutual and shared goals.

Ko te pitomata o te taurira: this region of the logo represents the untapped potential of students within our schools. It is our primary role as their education providers to aim and assist at helping individuals to reach their fullest potential.

Tohu

Nā Stu McDonald rāua ko Corey Kuka



Ōtūmoetai Community of Learning 2015-2018

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1. Background and Purpose of the Ōtūmoetai Community of Learning

The Ōtūmoetai Community of Learning is comprised of the following schools:

- Ōtūmoetai College
- Te Wharekura o Mauao
- Ōtūmoetai Intermediate School
- Ōtūmoetai Primary
- Pillans Point School
- Matua School
- Bellevue School
- Brookfield School
- Bethlehem School

As at March, 2016, our schools collectively have 5,641 students. Of these, there are 1,300 Māori students (23%) and 65 Pasifika students (1.1%)

Of these, 274 students are taught in Level 1 Te Reo Māori immersion settings. (37 at Brookfield, 45 at Bethlehem and 192 at Te Wharekura o Mauao)

Name of School	Total Boys	Total Girls	Total Māori Boys	Total Māori Girls	Total Pasifika Boys	Total Pasifika Girls
Bellevue School	211	204	47	45	1	2
Bethlehem School	266	275	85	73	3	2
Brookfield School	110	117	69	74	2	4
Matua School	229	209	18	14	3	1
Pillans Point School	272	240	22	18	0	3
Ōtūmoetai School	298	245	39	43	2	2
Ōtūmoetai Intermediate	381	426	86	97	9	6
Ōtūmoetai College	877	1089	159	219	8	17
Te Wharekura o Mauao	98	94	98	94	0	0
	2742	2899	623	677	28	37

Total students altogether: 5641

This Community of Learners has evolved from the Ōtūmoetai Cluster of schools. The Principals of each school in the community have formed strong relationships through their interaction as a sub group of the Tauranga Principals Association. This group has also previously collaborated as an Extending High Standards Across Schools (EHSAS) Cluster from 2008 to 2010.

Since EHSAS, collaboration has been sustained in the areas of Mathematics and Literacy. The most recent collaboration has been in the form of lead teachers meeting regularly in Mathematics and Literacy, regular dialogue between the Intermediate school and Ōtūmoetai College, regular interaction between the primary schools and by primary schools with the intermediate and Ōtūmoetai College.

Te Wharekura o Mauao has been included in this community of learning because it is a member of the principal's sub group and its location within the Ōtūmoetai geographical area. All of our schools fall within the Ngāti Ranginui Iwi rohe.

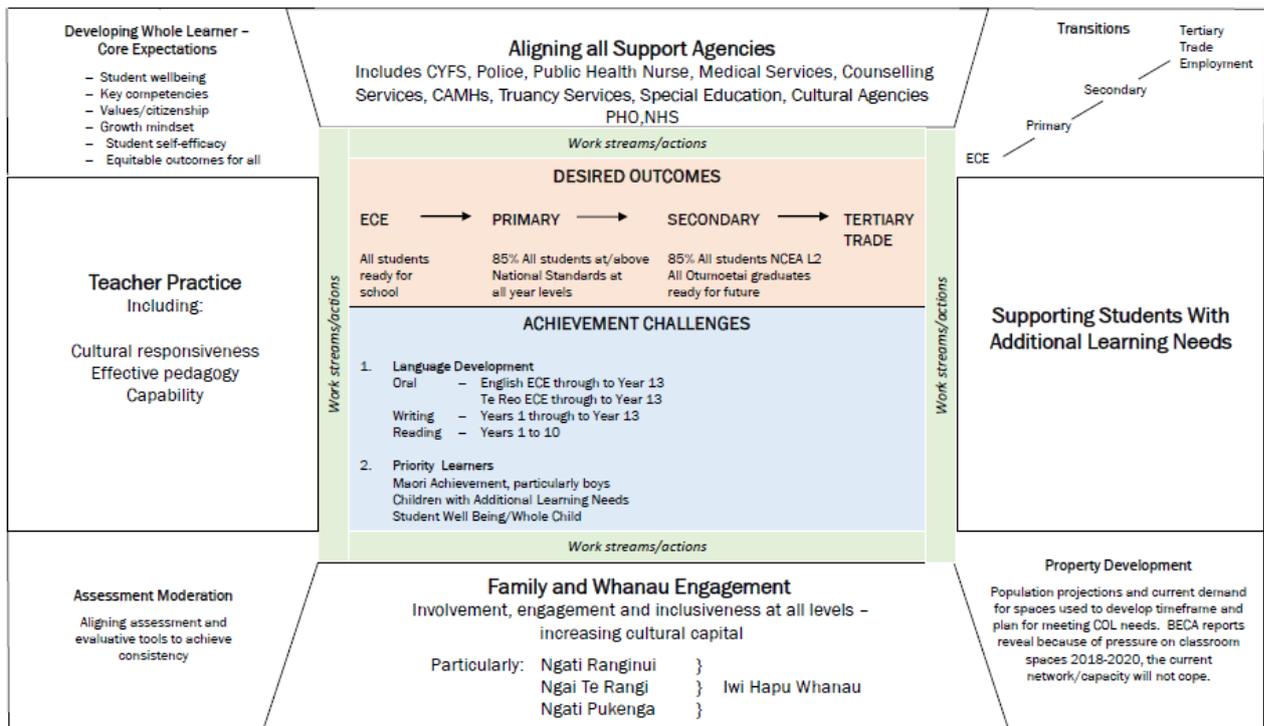
The majority of students attending these schools are drawn from all three Iwi in Tauranga Moana. These are: Ngāti Ranginui, Ngai te Rangi, Ngāti Pūkenga. The remaining students are drawn from Iwi across New Zealand.

There is a consistent pathway for students from the six contributing primary schools (Ōtūmoetai, Pillans Point, Matua, Bellevue, Brookfield, Bethlehem Schools) to Ōtūmoetai Intermediate School (88%) and on to Ōtūmoetai College (92%). There is a further pathway from rumaki classes at Brookfield School and Bethlehem School to Te Wharekura o Mauao.

The schools have come together to collaborate on raising all students' achievement within our schools and across our community of schools. We have developed specific achievement challenges to address within a wider context of creating a community where our schools, family and whānau, education support agencies, police, health agencies, Child Youth and Family, local Iwi and Ministry of Education are aligned and working together towards our goals.

2. Overview

Ōtūmoetai Community of Learners



3. Process for Engagement

The process of engagement has continued from established relationships at principal, senior leadership and board level. A high level of social capital was established during our EHSAS involvement and this has continued since.

Initial engagement / meetings to develop our Community of Learning involved each school's senior leadership teams and board representatives. These quickly included the addition of union representation (PPTA) and Iwi representation.

Planning meetings have been held where an overarching model has been developed, specific achievement goals decided and a memorandum of understanding developed. (attached as Appendix 1).

Each school has a process for involving their particular staff and this will be spread further into the wider community once the Community of Learning's proposal has the Minister of Education's approval to proceed.

Boards of Trustee elections in May 2016 have resulted in changes to the composition of member boards. In some cases, Board chairs have also changed requiring a process of re-engagement with new board members and education for them to come up to speed with our Community of Learning.

4. Data Analysis

The data used as the basis for our goals and actions, was drawn from a number of sources including:

- Each primary school's National Standards data for 2013, 2014 and 2015.
- Each secondary school's NCEA data
- Ngā Whanaketanga Reo Māori
- Each school's in depth data on student achievement.
- Ministry of Education data on current special education caseloads.
- Education Review Office summative report for our Community of Learning.
- Special report on pathway data from ECE participation to NCEA achievement from Lisa Roger's team at MOE.

We have agreed there are some areas where we can make a real difference for our students by working collaboratively and focusing some of our best teachers and leaders on these areas. These achievement challenges are listed as follows:

5. Achievement Challenges Relating to Literacy and Language Development

Achievement Challenge – STUDENT WELL-BEING / WHOLE CHILD

Our community of learning recognises the importance of physical and emotional wellbeing as a pre-cursor to student engagement and learning. We also acknowledge the importance of whānau / parent / Iwi involvement in each child's education as they transition through the ECE to year 13 pathway in our schools.

Achievement Challenge – ORAL LANGUAGE (English) / KŌRERO

Oral Language Data for students on entry to school show steadily declining skills on entry which impact on reading and writing and literacy across the curriculum at all levels. Our challenge is to lift student oral language skills from ECE through to year 13, particularly in the development of vocabulary.

Achievement Challenge – KŌRERO TE REO MĀORI

To raise the oral language competency of students who are in Māori Medium programmes. High levels of oral language competency will ensure students better engage in an academic school wide programme.

Achievement Challenge – READING / PĀNUI

The overall achievement rate in reading for our Community of Learning is 87% at or above the National Standards in years 2-8. There is an 11% difference between the achievement of all students and our Māori students in reading. Māori boys are achieving at 69.2% and Māori girls at 82.9%.

In addition to our continued focus on lifting reading achievement levels for all students in our Community of Learning, our significant target group is Māori boys.

Achievement Challenge – WRITING / TUHITUHI

Over the last 3 years (2013 - 2015) there has been a drop in levels of achievement across our Community of Learning by -3.3%. The average across Year 1-8 was 78% achieving at or above National Standards. Females are performing at higher levels of achievement (85%) in National Standards than males (72%). 73% of our Māori students are achieving at or above National Standards compared to 80% of Other Ethnicities (excluding Pasifika). 69.5% of Māori students are achieving NCEA Level 1 compared to 83.6% of overall students.

Achievement Challenge – PRIORITY LEARNERS

Priority learners are groups of students who have been identified as not experiencing success in the New Zealand schooling system. These are students who are achieving below and well below National Standards. The Ōtūmoetai Community of Learning will undertake a collective responsibility for improving student achievement and outcomes for Priority Learners. The earlier that Priority Learners educational needs are addressed, the less likely it is that students will be permanently affected by poor motivation and a sense of diminished self-efficacy. Timely and focused teaching and monitoring can contribute to Priority Learners making accelerated gains.

7. Action Plan

All actions taken by the Ōtūmoetai Community of Learning for whatever purpose will be based on all three articles from the Treaty of Waitangi. They will also be based on the principles upon which the New Zealand Curriculum was constructed (2007).

The principles embody beliefs about what is important and desirable in school curriculum – nationally and locally. They will underpin all school decision-making in our Community of Learning.

Inclusion

The curriculum is non-sexist, non-racist and non-discriminatory; it ensures that students' identities. Languages, abilities, and talents are recognised and affirmed and that their learning needs are addressed.

Future focus

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, enterprise, and globalisation.

High expectations

The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.

Treaty of Waitangi

The curriculum acknowledges the principle of the Treaty of Waitangi and the bicultural foundations of Aotearoa New Zealand. All students have the opportunity to acquire knowledge of Te Reo Māori me ona tikanga.

Cultural diversity

The curriculum reflects New Zealand's cultural diversity and values the histories and traditions of all its people.

Learning to learn

The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.

Community engagement

The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whānau, and communities.

Coherence

The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.

The embodiment of the three articles and the founding principles of the New Zealand Curriculum and Te Marautanga o Aotearoa within all actions taken by the Learning community will ensure the wellbeing (cultural, physical, social, and emotional health) and educational attainment of all students in the area of Ōtūmoetai.

All teacher's actions must be aligned to this end and this means community-wide implementation of culturally responsive and relational pedagogy. All teachers will create contexts for learning as described in the following diagram:

Culturally responsive and relational pedagogy

Educators create contexts for learning within which:

- relationships of care and connectedness are fundamental (**whanaungatanga**)
- power is shared and learners have the right to equity and self determination (**mahi tahi, kotahitanga**)
- culture counts, learners' understandings form the basis of their identity and learning (**whakagapa**)
- sense-making is dialogic, interactive and ongoing (**ako**)
- decision-making and practice is responsive to relevant evidence (**wānanga**)
- our common vision and interdependent roles and responsibilities focus on the potential of learners - Māori students achieving and enjoying educational success as Māori - (**kaupapa**)



Achievement Challenge – STUDENT WELL-BEING / WHOLE CHILD

Why focus on student wellbeing?

'Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self optimism and a high level of satisfaction with learning experiences.'

'Wellbeing is vital for student success. The ethical responsibility of teachers, leaders and trustees is to consider, promote, balance and respond to all aspects of the student, including their physical, social, emotional, academic and spiritual needs.' (Wellbeing for Success: a resource for schools. ERO 2016)

Why do we need to take on this challenge?

Because...

We realise the importance of physical, emotional and cultural wellbeing as a pre-cursor to student engagement and learning.

We realise the importance of whānau/parent relationships and involvement.

We realise the importance of all students being connected and knowing who they are and where they are from – their whakapapa.

The aspirational goal for all students is to display the characteristics of Mauri Ora.

- An enlightened spirit
- An alert and inquiring mind
- Sound physical health
- Engagement in relationships that are nurturing and mutually beneficial.

Along with ...

- Self-regulation
- Resilience
- A growth mind-set

Plan of action

2016 Activities

- 1 Complete the Wellbeing at School Survey (NZCER) across years 5-7 and years 9-10 students, teachers and parents to gather CoL wide data to establish the baseline picture of our CoL. A small team from each school will attend a training day for administering the tool (already planned).
- 2 Appoint a working group to develop a draft plan of action for the CoL from the collaborative analysis of this data

2017 Activities

Implement the plan of action, prioritising the development of teacher understanding, knowledge and competency with Culturally Responsive and Relational Pedagogy to enhance teachers' capacity to relate to and engage with students, particularly priority learners, to support their wellbeing.

Achievement Challenge – ORAL LANGUAGE/ KŌRERO (English)

All learning floats on a sea of talk. Children’s success in school and in life is dependent on their language development and oral language supports and strengthens all learning.

Every learner needs opportunities to develop essential communication and language skills in order to access the New Zealand Curriculum.

Some learners may require additional support to assist the development of their communication and language skills. A few learners may require specific specialist support.

Our challenge focuses on the children who may require additional support and the few learners who may require specialist support. There is growing concern with the levels of oral language at school entry and we have identified the need to gather consistent and reliable information across all schools in order to plan the next steps.

Target

To raise the oral language competence and confidence of children identified at school entry as requiring additional support or specialist intervention so that all identified children have attained oral language competency within two terms of starting school.

Using the Record of Oral Language, the following numbers of students have been identified from the first 20 enrolments in each school in term 2 from the 6 primary schools. These students scored 0 or 1 in parts 2 or 3 of ROL:

Bellevue	12
Bethlehem	11
Brookfield	18
Matua	13
Ōtūmoetai	12
Pillans Point	13
	79/118 (67%)

What’s our plan of action?

- Meet with Cluster Literacy Team to decide on test and gather baseline data before end of term 2 (completed)
- Gather additional information (eg. Phonological awareness, JOST, Tauranga Language Assessment) for target children and implement appropriate intervention programmes and support eg. Talk to Learn.
- Undertake a stock take of current teacher practice –current skills and knowledge level of teachers.
- Plan mentoring and coaching and further training opportunities as identified by need and collaboration with MOE Special Education to help build this capability
- Strengthen transition to school through collaboration with ECE

How will we monitor progress?

Carry out regular pre and post testing to ensure what we are doing is making a difference and achieving the target of all children attaining oral language competency within two terms of starting school. We also intend to evaluate the effectiveness of the selected interventions.

Achievement Challenge – KŌRERO TE REO MĀORI

To raise the oral language competency of students who are in Māori Medium programmes. High levels of oral language competency will ensure students better engage in an academic school-wide programme.

Why Do We Need To Take On This Challenge?

Te Reo Māori is facing dire challenges in our community. The oral ability of our children is a reflection of those challenges:

- Lack of exposure to constant high levels of language
- No Māori spoken in the home
- Whānau disconnection from their iwi ties
- Lack of Māori speaking teachers
- Lack of Te Reo Māori resources
- Teacher competence
- Teacher/school practice
- Teacher/school attitude
- Value or lack of value placed on Te Reo – in the home, in the school

There are two Primary schools (Brookfield and Bethlehem) in our Ōtūmoetai cluster committed to providing rich language experiences for the students in their Māori Medium programmes. Therefore, the student transition from the two schools to Te Wharekura o Mauao will bring the benefits of high oral language skills, and where students will continue to enrich their oral competency.

The oral literacy challenge is not necessarily reflected in the Kōrero data in our Māori Medium school and units but it remains that high levels of oral competency will ensure that students can engage better across all areas of the curriculum. A high priority is establishing consistent practice and understanding in the assessment of NWRM (kōrero) across the three settings.

The 2015 NWRM data across our Māori Medium school and units shows that students are achieving well in Kōrero with 78 out of 93 students (84%) at Manawa Toa (Well above) or Manawa Ora (Above). 32 out of 78 students were assessed as Manawa Toa (Above).

Targets

We expect to see shifts to Manawa Toa/Manawa Ora as follows:

<i>Kōrero</i>	<i>90% (84/93 students) in 2017 and 95% (88/93 students) in 2018</i>
<i>Tuhituhi</i>	<i>85% (79/93 students) in 2017 and 90% (84/93 students) in 2018</i>
<i>Pānui</i>	<i>85% (79/93 students) in 2017 and 90% (84/93 students) in 2018</i>

2015 NWRM data (Manawa Aki and Manawa Taki/Total number of students)

School	Kōrero	Tuhituhi	Pānui
Bethlehem	2/50	6/50	6/50
Brookfield (Year 1 & 2)	3/15	5/15	5/15
Te Wharekura o Mauao (Year 7 & 8)	10/28	10/28	8/28
Total	15/93	21/93	19/93

How Will We Monitor Our Progress Against These Targets?

- A collective agreement on the assessment of oral competency across the schools to ensure robust data (what tools will be used and when)
- Pre and post testing to ensure what we are doing is making a difference.

What's Our Plan of Action?

- 1 To call a meeting for the Principals and teachers of Brookfield, Bethlehem and Te Wharekura o Mauao so as to brief teachers on the purpose of the gathering and the focus provided via the COL.
- 2 At this meeting, discuss the reasoning behind the emphasis on oral language and then deliberate on how this initiative can take shape across the three kura.
- 3 Prioritise the development of teacher understanding, knowledge and competency with Culturally Responsive and Relational Pedagogy to enhance teachers' capacity to relate to, engage with and accelerate the achievement of all learners but particularly priority learners.
- 4 Prioritise the development of teacher understanding, knowledge and competency with second language learning pedagogy.
- 5 Regular assessment will take place in order to gather data and gauge progress. It is understood that in order to assess our students' oral competency, a tool for testing levels of oral language will need to be agreed to.
- 6 Reflection and careful consideration on the above 'challenges' that impact on Te Reo Māori in the school setting.
- 7 Developing strategies to help overcome 'challenges' in the school setting and to support and engage the whānau in the home setting.
- 8 Regular meetings of the three kura to establish good communication, and a good working relationship.

Achievement Challenge – READING / PĀNUI

Why Do We Need To Take On This Challenge?

Reading is a key foundation skill for all learning areas. Success in reading supports success in all learning areas across the curriculum and throughout a child's school life and beyond.

Targets:

- In addition to lifting all student achievement our priority is to lift the achievement of at or above the national standard in reading for our **Māori Boys** from 66% (195/295) in 2016 to 85% (251/295) in 2019.

2015 End of Year, Māori boys achievement (National Standard OTJ Yrs 2-8 and PAT Reading Yrs 9-10 stanine scores 4 and below).

2015	Māori Boys Below	Total Māori Boys	%
Y2	10	46	21.7
Y3	3	24	12.5
Y4	10	35	28.5
Y5	12	32	37.7
Y6	7	42	16.6
Y7	13	51	25.4
Y8	15	37	40.5
Y9	16	30	53.3
Y10	17	39	43.6

	Total Māori Boys Below	Total Māori Boys
Totals	103	336
		30.6%

Where Are Our Māori Boys in 2016 and Which Ones Are We Targeting?

In 2016 our targeted Māori boys who were below were in the following schools:

School	Year	Māori Boys Below	Total Māori Boys
Pillans Point	2	2	5
	3	0	5
	4	X	3
	5	X	4
	6	1	8
Bellevue	2	2	9
	3	X	5
	4	2	7
	5	X	4
	6	X	5
Brookfield	2	2	12
	3	X	1
	4	5	8
	5	6	7
	6	X	6
Bethlehem	2	4	9
	3	1	8
	4	1	8
	5	0	7
	6	1	6
Matua	2	X	2
	3	X	1
	4	X	2
	5	X	6
	6	X	6
Ōtūmoetai Primary	2	0	9
	3	X	4
	4	2	7
	5	X	4
	6	3	11

Ōtūmoetai Intermediate	7	13	51
	8	15	37
Ōtūmoetai College	9	16	30
(Staine 3 and below)	10	17	39

Note: X = Data has been Redacted

This totals 103 Target Māori Boys out of 336 Māori boys altogether.

(NB: Te Wharekura o Mauao boys not included in these reading figures.)

2016 Māori boys at or above		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori boys at or above	
No	%	No	%	No	%	No	%
237/336	70.5%	255	76%	272	81%	286/336	85%

How Will We Monitor Our Progress Against These Targets?

- To support the required achievement lift in achievement for our Māori boys, we will monitor milestones at Y3, Y6, Y8 and Y10. The reason for this is due to these years being key transition years of schooling and to monitor cohorts as they move through the school.
- Higher engagement evident in all students with the strong focus on the target group of Māori and Boys is used as an indicator of engagement, motivation and confidence.
- In order to identify transience, we will follow current and new cohorts of students. In order to assess the long term impact of the work of the CoL, this cohort of 103 Māori boys will be monitored and reported on in relation to:
 - Shifts in achievement
 - Sustainability of shifts in achievement over their time in school
 - Effectiveness of interventions
 - Factors impacting on achievement

What's Our Plan of Action?

Using the new leadership roles, some of the key actions to address the Reading challenge are:

- Identify a set of precise indicators upon which to make decisions around progress and achievement.

- Possibly establish a COL across-schools role to ensure consistency of assessment at each level including acting as administrator for asTTle.
- Prioritise the development of teacher understanding, knowledge and competency with Culturally Responsive and Relational Pedagogy to enhance teachers' capacity to relate to, engage with and accelerate the achievement of all learners but particularly priority learners.
- The sharing of ideas around the development of teaching resources to meet identified needs that are inclusive of all schools.
- Provide professional development for teachers to gain a common understanding of the precise indicators for making consistent and reliable OTJs. Innovative ways to do this will need to be explored.
- Provide professional development for teachers to empower them in their personal professional knowledge enabling them to engage in deliberate acts of teaching to effectively teach reading to accelerate student achievement especially for Māori Boys.
- Across school leaders to be constantly engaged in inquiry to access effective programmes/ methods currently not being used in our schools to assist with engagement and acceleration of students' learning.
- Progress and achievement will be measured by using reliable tools. Eg. e-asTTle, PATs or PACT.
- Moderation across schools will provide consistency in measuring progress and achievement.
- Develop teacher understanding, knowledge and application of the principles of Tataiako and Ka Hikitia and how they relate to developing a love of reading for Māori, and all students.
- Expert teachers will be used to assist with the gathering of information etc. across schools upon which to make some clear decisions as to what their role will be.
- Encourage parent / school partnerships to help raise the level of achievement of target students.
- Provide parent education to support the learning of students at home.
- Track target students as they progress through our schools.

Achievement Challenge - WRITING/TUHITHUI

Why Do We Need To Take On This Challenge?

- To ensure that at least 85% of all our students achieve at or above National Standards and attain NCEA Level 2, particularly our Māori students.
- We would like to see consistent achievement with male and female students (92% of females are achieving NCEA Level 2 compared to only 85% of males).

Analysis of data:

School	Year 1 -8 School Total Below and Well Below NS Writing
Bellevue School	98
Bethlehem School	60 (Māori immersion included)
Brookfield School	41 (Māori immersion included)
Matua School	37
Pillans Point School	100
Ōtūmoetai Primary	133
Ōtūmoetai Intermediate	194
Te Wharekura o Mauao	10
Total	673 STUDENTS WELL BELOW / BELOW.

Overall we have 673 (12% of the student Year 1-8 population) as PRIORITY LEARNERS (Well Below/Below National Standards) across the Community of Learners.

- 1 We aim to lift the achievement of all our Male students at or above the national standard in **writing** from 74% (283/380 students) in 2015 to 85% (343/380 students) in 2018
2. We aim to lift the achievement of all our Māori Male students (Year 1 – 8) to: at or above the national standard in **writing**. Current data shows the data sitting at 76%, but conversations between schools and other information such as the Intermediate's data and NCEA achievement levels would indicate that could be lower.

The total target of Māori boys, years 1-8 are the 97 boys achieving below and well below out of 380 Māori boys altogether:

2016 Māori Boys in Years 1-8 at or above		Intermediate State 2017		Intermediate State 2018		Desired State 2019: all at or above	
No	%	No	%	No	%	No	%
283/380	74%	303	80%	323	85%	343/380	90%

The total target of non Māori boys, years 1-8 is: 311 out of 1401 non Māori boys

2016 Non Māori Boys Years 1-8 at or above		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Non Māori Boys at or above	
No	%	No	%	No	%	No	%
1090/1401	78%	1121	80%	1191	85%	1260/1401	90%

Total boys years 1-8 at or above the standard is: 77% - 1355 boys. The total target of all boys years 1-8 is: 412 out of 1767 boys

Name of School	Non Māori Boys Below/Well Below	Māori Boys Below/Well Below	TotalBoys Below/Well Below	Non Māori Sub total year 1-4	Māori sub total year 1-4	Non Māori sub total year 5-8	Māori sub total year 5-8
Bellevue School	57	14	71	33	9	24	5
Bethlehem School	19	12	31	X	X	X	X
Brookfield School	10	17	27	6	11	4	6
Matua School	24	2	26	X	X	X	X
Pillans Point School	57	14	71	42	9	15	5
Ōtūmoetai School	51	9	60	32	6	19	3
Ōtūmoetai Intermediate	93	22	115	0	0	93	22
Te Wharekura o Mauao	0	7	7	0	0	0	7

Total	311	97	408	144	47	167	50
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Note: X = Data has been Redacted

3. We recognise that increased student competency in writing directly correlates with increased NCEA achievement and therefore, we wish to raise student competency in writing for all students in Years 9-13.
We aim to lift the achievement of all our Year 9 and 10 students at or above the expected curriculum level in writing.

For all our Year 9 and 10 boys, we would like to raise their achievement from 58% in 2015, to 85 % in 2018.

Year 9 and 10 - 2015 writing results for Ōtūmoetai College – boys: Māori & non Māori

Year 9

Year 9- Māori Boys	Achieved	Not Achieved	Total Students Assessed	% Not Achieved
End of Year Writing Assessment at Curriculum Level 4	13	21	34	61.8%

Year 9- Non-Māori Boys	Achieved	Not Achieved	Total Students Assessed	% Not Achieved
End of Year Writing Assessment at Curriculum Level 4	73	57	130	43.8%

Year 10

Year 10- Māori Boys	Achieved	Not Achieved	Total Students Assessed	% Not Achieved
End of Year Writing Assessments at Curriculum Level 5	18	13	31	41.9%

Year 10- Non Māori Boys	Achieved	Not Achieved	Total Students Assessed	% Not Achieved
End of Year Writing Assessments at Curriculum Level 5	109	25	134	18.7%

Total Ōtūmoetai College Māori year 9-10 boys achieving at or above curriculum level 5 in 2015, is: 48 %, 231 out of 65 Māori boys.

TARGET:

Māori Boys (Year 9 – 10)

Current State 2015	Intermediate State 2016	Intermediate State 2017	Desired State – 2018 Māori boys at or above
48% 31/65 students	65 % 42/65 students	75 % 49/65 students	85 % 55/65 students

Senior School Literacy

As a measure of senior school writing achievement, NCEA University Entrance (UE) Literacy results will also be used, as this is a specific assessment of student writing. University Entrance is achieved if students have obtained a minimum of 60 Level 3 credits or higher (including a minimum of 14 credits at Level 3 or higher in 3 subjects from the approved subjects list). They also need 10 numeracy credits at NCEA Level 1 or higher and **10 Literacy credits at NCEA Level 2 or higher** in English or Te Reo Māori (5 in reading and 5 in writing).

2015 school leaver achievement data has been selected.

University Entrance Literacy

In 2015, 253 of overall school leavers attained U.E. Literacy, however, only 52% of Māori boys achieved U.E. Literacy. The COL aims to shift this so that all Māori school leavers achieving University Entrance will be on a par with non-Māori school leavers.

U.E. Literacy Attainment by 2015 School Leavers	Achieved	Not Achieved	% Achieved
Māori Boys	13/25	12/25	52%
Non Māori Boys	92/123	31/123	74.8%
Māori Girls	28/40	12/40	70%
Non Māori Girls	120/140	20/140	85.7%

TARGETS

School Leaver Māori Boys – U.E. Literacy Targets

Current State 2015	Intermediate State 2016	Intermediate State 2017	Desired State – 2018 Māori boys at or above
50 % 13/26 Students	65% 17/26 Students	75 % 20/26 Students	85 % 22/26 Students

School Leaver Non-Māori Boys – U.E. Literacy Targets

Current State 2015	Intermediate State 2016	Intermediate State 2017	Desired State – 2018 non-Māori boys at or above
74.8 % 92/123 Students	77% 95/123 Students	80 % 98/123 Students	85 % 105/123 Students

How will we monitor our progress against these targets?

- Higher engagement evident in all students. There will be a strong focus on the target group of Māori and Boys. Student / teacher / whānau voice will be used as an indicator of engagement, motivation and confidence.
- Use commonly agreed indicators for each year level across the CoL collected at the end of term 1 and 3.

- At year 9 and 10, the written requirements in the end of year English exams will be used to monitor and measure achievement.
- School leaver data will be used to measure Level 1 Literacy and UE Literacy achievement (UE Literacy can be obtained at Level 2 or higher in English or Te Reo Māori. Students need 5 credits in reading and 5 credits in writing).

How will we monitor our progress against these targets?

- Higher engagement evident in all students. There will be a strong focus on the target group of Māori and Boys. Student / teacher / whānau voice will be used as an indicator of engagement, motivation and confidence.
- Use commonly agreed indicators for each year level across the CoL collected at the end of term 1 and 3.
- At year 9 and 10, the written requirements in the end of year English exams will be used to monitor and measure achievement.
- School leaver data will be used to measure Level 1 Literacy and UE Literacy achievement.
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What's Our Plan of Action?

Using the new leadership roles, some of the key actions to address the writing challenge are:

- Identify a set of precise indicators upon which to make decisions around progress and achievement.
- The sharing of ideas around teaching resources (experts and written) to meet identified needs that are inclusive of all schools.
- Prioritise the development of teacher understanding, knowledge and competency with Culturally Responsive and Relational Pedagogy to enhance teachers' capacity to relate to, engage with and accelerate the achievement of all learners but particularly priority learners.
- Provide professional development for teachers to gain a common understanding of the precise indicators for making consistent and reliable OTJ. Innovative ways to do this will need to be explored.
- Provide professional development for teachers in understanding, knowledge and skills of, or relating to, grammar, punctuation, syntax (rules & processes that govern sentence structure) and the development of precision in writing.
- Provide professional development for teachers to empower them in their personal professional knowledge enabling them to engage in deliberate acts of teaching to effectively teach writing to accelerate student achievement.
- Ability to understand and use a deeper and wider range of vocabulary that will be embedded into the writing process.
- In years 0-4 to develop and nurture a love of writing and confidence to write. A range of approaches and strategies to motivate and develop confidence to write to be developed by the across school leaders using input and knowledge from all teachers in the community. Initially this will be across all year levels.

- Across school leaders to be constantly engaged in inquiry to access effective programmes/ methods currently not being used in our schools to assist with engagement and acceleration of students' learning. Make recommendations to the COL.
- Moderation across schools will provide consistency in measuring progress and achievement.
- Develop a pool of resources that hooks boys into writing.
- Develop teacher understanding, knowledge and application of the principles of Tataiako, Ka Hikitia and Kia Eke Panuku and how they relate to developing a love of writing for Māori, and all students.
- Develop teacher understanding, knowledge and competency with Culturally Responsive and Relational Pedagogy to enhance teachers' capacity to relate to, engage with and accelerate the achievement of all learners but particularly priority learners.
- Expert teachers will be used to assist with the gathering of information etc. across schools upon which to make some clear decisions as to the next steps for the CoL.
- Encourage parent / school partnerships to help raise the level of achievement of target students.
- Provide parent education to support the learning of students at home.

Achievement Challenge- PRIORITY LEARNERS

Why do we need to take on this challenge?

Priority learners are groups of students who have been identified as not experiencing success in the New Zealand schooling system. These are students who are achieving below and well below National Standards. The Ōtūmoetai Community of Learning will undertake a collective responsibility for improving student achievement and outcomes for Priority Learners. The earlier that Priority Learners educational needs are addressed, the less likely it is that students will be permanently affected by poor motivation and a sense of diminished self-efficacy. Timely and focused teaching and monitoring can contribute to Priority Learners making accelerated gains.

What is the Challenge?

To ensure the Ōtūmoetai Community of Learning works collaboratively with Ministry of Education Special Education, Resource Teachers for learning and Behaviour and related social agencies to develop comprehensive individual learning plans for the students identified with additional learning needs. This is to enable these students to raise their achievement in accordance with the targets set within their individual learning plans.

What is our action plan?

2016:

- Our Community of Learning schools work together to identify the current achievement levels of the students identified as having additional learning needs (social, emotional, physical, medical and academic)
- Tier 4 is a category for Ōtūmoetai College only - this tier is for additional needs that pertain only to students at Ōtūmoetai College.
- Tier 3 students will be monitored and catered for by individual schools and evaluated using aggregated school based resources.

2017

- Tier 2 students Independent Learning Plans (ILPs) and Independent Behaviour Plans (IBPs) will come primarily from collaborative action between the Community of Learning and the RTLB service, alongside other agencies as deemed necessary.
- Tier 1 students ILPs and IBPs will be developed from collaborative action between the Community of Learning schools collectively working in partnership with Ministry of Education SE alongside other agencies as deemed necessary.
- The Ōtūmoetai Community of Learning schools' collective will work collaboratively with Ministry of Education, SE Management and RTLB Service Management to identify all the resource coming into the COL designed to support students with additional needs.
- When the resource (above) is identified, the Community of Learning will work with the two agencies, and other appropriate social agencies, to ensure a more effective use of the identified resource to raise the achievement of students in the COL with additional learning needs.
- The Community of Learning will appoint one cross-school teacher to lead the above actions.
- Regular Community of Learning wide review points will be identified to check on progress, recommend modifications, and report to the Community of Learning on progress towards meeting the desired outcomes.

Children with Additional Needs - Ōtūmoetai COL - June 2016

This includes Tier 1 - Extremely High Needs & Tier 2 - High Needs
Tier 3 - Academic Needs are NOT included in this data

Name of school	Tier 1	% of school roll	Māori % of Tier 1	Tier 2	% of school roll	Māori % of Tier 2
Bellevue	22	5.3%	0.7%	8	1.9%	1.2
Bethlehem	21	4.0%	19%	13	2.5%	76.9%
Brookfield	13	5.7%		16	7%	
Matua	8	2.4%	0	8	2.4%	0
Pillans' Point	17	3.5%	0.2%	20	4.1%	0.4%
Ōtūmoetai School	22	4%	1%	26	4.8%	1%
Ōtūmoetai Intermediate	35	4.2%	4.9%	23	3%	4.3%
Ōtūmoetai College	112	5.6%	30%	295	14.8%	30%
Te Wharekura o Mauao	0	N/A	N/A	0	N/A	N/A

Additional Needs (Social, Emotional, Academic, Medical)

<p>TIER 1 – Extremely High Needs ORS (Ongoing Resourcing Scheme) SE – Special Education BT – Behaviour Team SLT - Speech Language Therapy CSW - Communication Support Worker BSW - Behaviour Support Worker LLI - Language Learning Intervention IWS -Intensive Wraparound Service HHN - High Health Needs IRF -Interim Response Funding AT - Assistive Technology BLENZ - sight Kelston School for the Deaf CYFS - Child Youth and Family Service/Gateway ICAMHS – Infant, Child and Adolescent Mental Health Services Dinosaur School FFT – Functional Family Services NHS – Northern Health School ACC Funded students Paediatrician MDAT - Multi-Disciplinary Assessment Team</p>	<p>TIER 2 – High Needs RTLb - Resource Teacher of Learning & Behaviour RTD – Resource Teacher - Deaf RTV – Resource Teacher – Vision RTLit – Resource Teacher - Literacy Truancy Services PHN - Public Health Nurse Kaitiaki Services – 3D Services Te Whānau Kotahi (Occupational Therapy, Physiotherapist) Te Puna Hauora Autistic Aspergers ADHD - medicated ODD ASD Police Youth Aide Officer COPMIA - Children of Parents with Mental Illness and/or Addictions Counselling Services Support Net Idea Services Open Home Foundation STAND – Health Camp</p>	<p>TIER 3 – Academic AT RISK Learners (Academically) – Below and Well below National Standards and/or chronological expectation Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia GATE (example indicator - Stanine 8/9 PAT) Reading Recovery ESOL (migrant – NOT international)</p>
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Tier 4 is an area pertaining to Ōtūmoetai College only. Included in this category are providers/agencies such as: The Teen Parent Unit, Alternative Education, SAC - Special Assessment Conditions etc... These are providers and/or agencies used/accessed only by the College and not by the intermediate or primary schools.

8. Appointments

Selection Process to be followed:

The Community of Learners (CoL) will establish a process to identify the kaiako / teachers and professional leaders with the most appropriate expertise, skills and knowledge to help lift the practice of their colleagues in order to meet our agreed achievement challenges.

Formation of a Selection panel:

This panel will include representatives from Boards of trustees and Principals in the CoL. It will also include at least one advisor from the New Appointments National Panel of Independent Advisers. (For CoL Leadership Role and CoL Across Schools Teacher Role selections)
The panel members will be selected by the overall steering committee. (One vote per school)

The panel will be responsible for putting in place a transparent process for the selection of applicants to CoL roles.

Criteria for applicants:

Each applicant will be assessed as having met the relevant National Criteria for each role as well as having the specific skills and knowledge needed to be effective in our Community of Learners. (Local Criteria)

Leadership role:

The selection panel will make the appointment for the Leadership Role. A Job description will be available for interested applicants and this will be tailored around our achievement challenges.

Teachers (across community) role (six in total):

The selection panel will also make selections for the 'Across Schools Appointments'. The successful applicant for the Leader's role will also be included in the selection panel for these positions.

Job descriptions will be available for interested applicants; these will be tailored around our achievement challenges. The six positions will be advertised across our schools internally. Applicants will require their Principal and Board of Trustees support because they will receive the equivalent of two days (.4) release time per week. These positions are not pro-rata appointments. The most suitable candidates will be appointed to these roles.

Across schools Positions:

TBC

Teachers (within the school) roles (thirty-four in total):

These roles will be up to individual schools to appoint, dependant on the number of FTTEs in each school, and the ability of these teachers to work directly with the teachers across community appointments. Teachers in these roles have two hours per week (0.08) release time. The number of positions within a school will be dependent on its size. Where there are more roles / positions

available to the CoL that have not been allocated to a school, distribution of these will be decided by the steering group for the CoL. (one vote per school)

Steering Group

This group has been developed since the initial formation of the Community of Learning. It involves representatives of each school in the CoL, Iwi and Ministry of Education. This group will continue to drive the vision, strategic direction and scope for our Community of learners. Where a significant decision is required each school will receive one vote. Iwi will also have a voice in the decision making process.