



BRIEFING NOTE: Prime Minister's visit to Northcote Primary School on Friday 6 March

To:	Hon Chris Hipkins, Minister of Education		
Date:	5 March 2020	Priority:	High
Security Level:	In Confidence	METIS No:	1222618
Drafter:	Brian Walkinshaw	DDI:	s 9(2)(a)
Key Contact:	Coralanne Child	DDI:	
Messaging seen by Communications team:	No	Round Robin:	No

Purpose

- 1 This briefing note provides you with information to support the Prime Minister's visit to Northcote Primary School in Christchurch on Friday 6 March.
- 2 **Agree** that this Briefing will be proactively released.

☒ Agree / ☐ Disagree


Helen Hurst
Associate Deputy Secretary
Operational Delivery

5/3/20


Hon Chris Hipkins
Minister of Education

7/3/20

Northcote School (# 3449)

Contact Name: Justin Perriam (Principal)

Contact Number: 03 352 9371
s 9(2)(a)

Address: 26 Tuckers Road
Redwood
Christchurch 8051

Key People

Board chairperson: Charlotte Clark

Principal: Justin Perriam

Ministry Official: TBC (we are discussing this with the Prime Minister's office)

Justin Perriam is a first time principal and is beginning his 3rd year at Northcote School. Before becoming the principal at Northcote School he was deputy principal at Ashgrove School in Rangiora.

Issues

- 1 No issues have been identified.

Visit and Event Background

- 2 The visit has been arranged by the Prime Minister's Office.

Communities of Learning | Kāhui Ako

- 3 The school is part of the Tōtaranui Kāhui Ako. This Kāhui Ako includes schools and early learning services and covers the North-West of Christchurch encompassing the suburbs of Bishopdale, Casebrook, Papanui and Redwood.
- 4 The Tōtaranui Kāhui Ako consists of 7 schools and 10 early childhood education (ECE) services (a list is provided in Annex 1). Based on July (2019) rolls a total of 3,339 students attend these schools - 590 (17.7%) identify as Māori and 146 (4.4%) as Pacific.
- 5 The Kāhui Ako is currently reviewing their achievement challenge document. The original document endorsed by the Minister of Education expired on 31 December 2019.

- 6 The community has identified six high level achievement challenges focussed on:
- By the end of 2019 the aim is to achieve All 85% of Learners to At or Above the standard for Writing.
 - By the end of 2019 the aim is to achieve All 85% of Learners to At or Above the standard for Reading.
 - By the end of 2019 the aim is to achieve All 85% of Learners to At or Above the standard for Mathematics.
 - The NCEA Level 2 achievement target for all students in 2017 was 84.7%.
 - Reducing the 19% gap in achievement of Māori students compared with New Zealand European, identified by the Papanui High School 2016 Level 1 NCEA results – the combined Level 2 achievement target for Māori students in 2017 was 66.7%.
 - To strengthen connections between ECEs and schools to support the continuity of learning across the educational pathway – through recorded Learning Stories which include a focus on literacy and numeracy.
- 7 A copy of the high level plan showing the development of the achievement challenges and how the Tōtaranui Kāhui Ako intends to address these is attached as Annex 2. Lead Advisers are currently working with Tōtaranui to establish an alternative leadership arrangement, at their request.

School Background

Profile Information

Authority	State
School Type	Contributing (Year 1-6)
School Gender	Co-Ed
Education Medium	English
Decile	3
Electorate	Christchurch Central

- 8 The July 2019 breakdown of roll information is shown below:

July 2019 Roll	Number	Percentage (%)
Māori	51	38.3
Pacific	15	11.3
Asian	12	9.0
Other	3	2.3
European/ Pākehā	52	39.1
International	0	0.0
Total	133	100

- 9 This kura is affiliated with Ngai Tuāhūriri who are the mana whenua of the area Northcote School is situated within.

10 The school was last visited by the Education Review Office (ERO) in August 2019.

11 ERO's 2019 report stated that:

ERO recommends that the Ministry of Education considers continuing its support for the school in order to bring about further improvements in the quality of teaching to raise student achievement.

12 The Ministry is addressing this by the involvement of a School Achievement Function (SAF) who has actively been working with the school since its previous ERO review in 2017.

Mana Ake – Stronger for Tomorrow

13 Through engagement with the SAF Practitioner, Learning Support and Education Advisor Māori Engagement, Northcote has strengthened cultural inclusiveness, and has continued to foster relationships with its community.

14 This has placed the school in a very strong position to embrace Mana Ake - Stronger for Tomorrow, which provides mental health and wellbeing support for children aged five to 12 years old across Canterbury.

15 Mana Ake kaimahi are employed by one of providers and work with schools to support teachers, families and whānau when children are experiencing issues that impact their wellbeing such as managing emotions, friendships and bullying, parental separation and *grief and loss*.

School Donations scheme

16 The school has signed up to the donations scheme and received \$19,950 in 2020.

Learning Support

17 Northcote School have appointed a Learning Support Coordinator (LSC) at 0.5 FTTE. They share the LSC with one other similar sized school in the Kāhui Ako who also employs the LSC for 0.5 FTTE. As neither of these two schools rolls generate enough FTTE to employ a full time LSC, Papanui High School has provided some of their LSC allocation to assist some of the smaller schools in the Kāhui Ako.

18 The school's senior management team engage effectively with Learning Support. Learning support and Resource Teacher Learning and Behaviour are working together to deliver a variety of different supports to the school including individual and systemic supports for students with additional communication, behaviour and learning needs.

Property

19 Northcote School is part of the Christchurch Schools Rebuild programme, and is currently in master planning.

- 20 Significant deferred maintenance has left the school in a poor condition. There are weathertightness issues, structural and cladding issues, and the school's layout does not allow for good connectivity and access.
- 21 During 2019, the Ministry undertook condition assessments across the school buildings and it became clear that extensive refurbishment work is required. We are now considering the best long-term solution for the school to provide whole-of-life value and an optimised design to suit the pedagogical needs of the school.
- 22 A decision on the right approach, including any associated funding implications, is expected in the coming weeks. The project will then move into the design phase and we estimate construction will be underway by the middle of 2021.
- 23 Northcote School was allocated \$92,000 through the School Investment Package (SIP). The school submitted a proposal to spend some of this funding to upgrade the rooms it uses to host Breakfast Club, Kiwi Can, Social Workers in Schools and other valuable social projects.
- 24 A revised scope for the school's redevelopment may include the refurbishment of these rooms. Therefore we will be in touch with the school shortly to ensure that the projects they might wish to invest their SIP funding in align with the scope of the redevelopment.

Teacher Supply initiatives

- 25 To date, Northcote School, Christchurch, has not taken up any of the Teacher Supply initiatives.
- 26 A letter was sent to both Ministers Hipkins and Martin from Principal Justin Perriam regarding LSC roles on 9 August 2019. We responded to this on 12 September 2019 (attached as Annex 3)
- 27 We sent Principal Justin Perriam two emails inviting him to the Teacher Supply Principals' Events to discuss grants available, overseas teachers and how recruitment agencies can assist. The first was sent on 16 August 2019, and the second was a reminder sent on the day of the event, 11 September 2019 (attached as Annex 4).

Proactive Release

- 28 We recommend that this Briefing is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be redacted in line with the provisions of the Official Information Act 1982.

Annexes

- Annex 1: List of schools and ECEs belonging to the Tōtaranui Kāhui Ako
- Annex 2: Tōtaranui Achievement Challenge
- Annex 3: Correspondence regarding LSC roles
- Annex 4: Invitations to the Teacher Supply Principal events

Annex 1: List of schools and ECEs belonging to the Tōtaranui Kāhui Ako

Proactively Released

List of schools and ECEs belonging to the Tōtaranui Kāhui Ako

Schools

School Name	School Type	School Authority
Bishopdale School	Contributing	State: Not integrated
Casebrook Intermediate	Intermediate	State: Not integrated
Cotswold School	Contributing	State: Not integrated
Northcote School (Christchurch)	Contributing	State: Not integrated
Papanui High School	Secondary (Year 9-15)	State: Not integrated
Papanui School	Contributing	State: Not integrated
Redwood School (Christchurch)	Contributing	State: Not integrated

ECE

ECE Name	ECE Type
BestStart Redwood	Education & Care
Cotswold Preschool and Nursery	Education & Care
Gumdrops Early Learning Centre	Education & Care
Kidsfirst Kindergartens Cotswold Avenue	Kindergarten
Kidsfirst Kindergartens Northcote	Kindergarten
Kidsfirst Kindergartens Redwood	Kindergarten
Kindercare Learning Centres - Sawyers Arms (213)	Education & Care
Organic Kids Limited	Home-based
Poppies Preschool Gardiners Road	Education & Care
Redwood Early Childhood Centre	Education & Care

Proactively Released

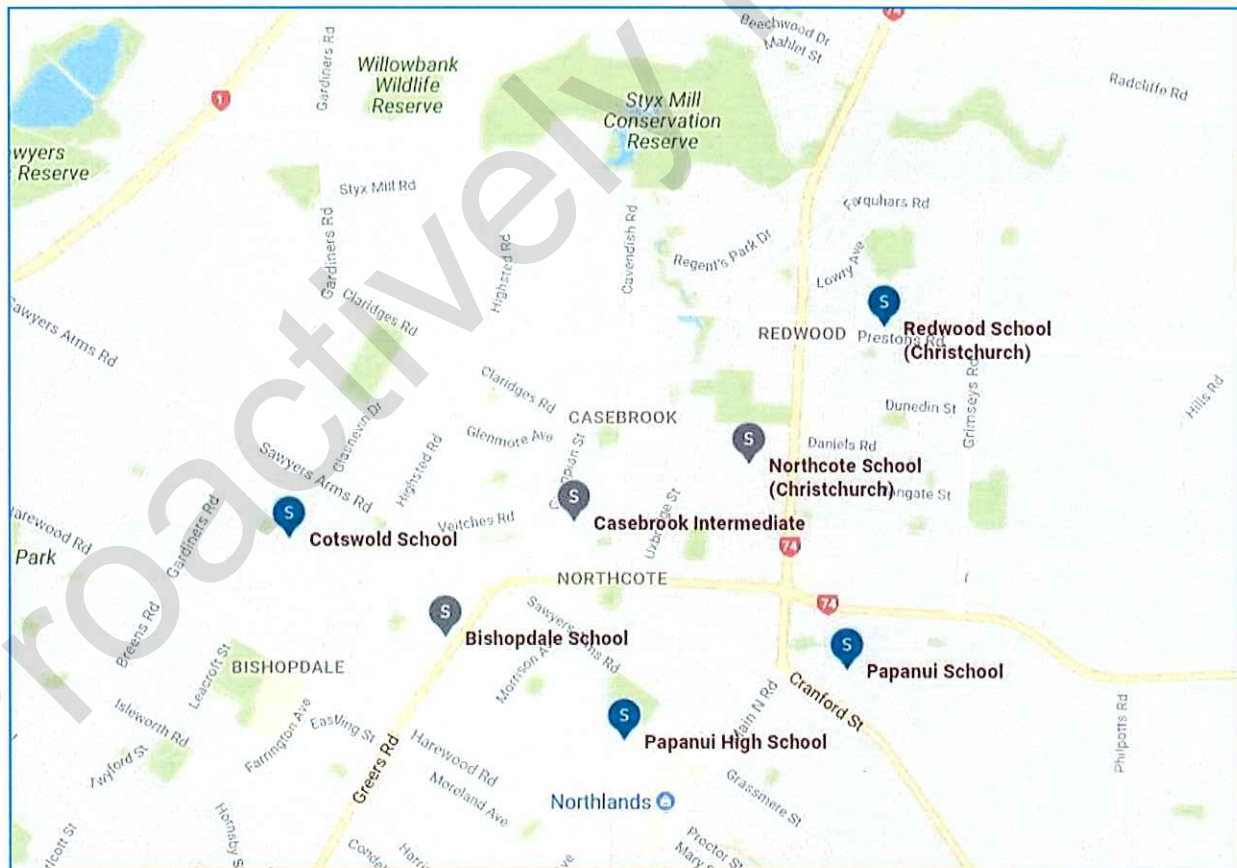
Tōtaranui Kāhui Ako

The Tōtaranui Kāhui Ako was formed in 2017 and draws the majority of its learners from the north-west of Christchurch encompassing the suburbs of Bishopdale, Casebrook, Papanui and Redwood. These suburbs are home to families from a diverse range of cultural and socio-economic backgrounds. This diversity presents both opportunities and challenges for Early Childhood Services (ECSs) and schools to respond to and effectively engage students in their learning.

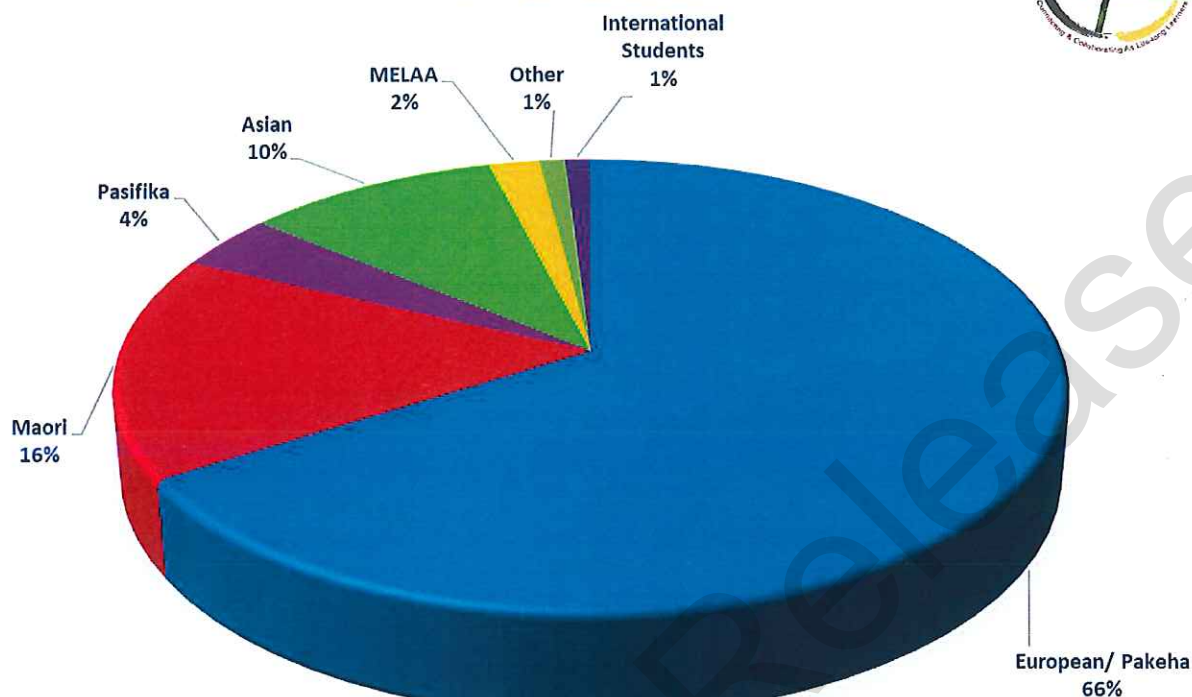


The Tōtaranui Kāhui Ako consists of the following kura:

School ID	School Name	School Type	School Authority
A number of Early Childhood Services (ECSs) located in Bishopdale, Papanui & Redwood			
3293	Bishopdale School	Contributing Primary (Year 1 – 6)	State: Not Integrated
3309	Casebrook School	Intermediate (Year 7 & 8)	State: Not Integrated
3324	Cotswold School	Contributing Primary (Year 1 – 6)	State: Not Integrated
3449	Northcote School (Christchurch)	Contributing Primary (Year 1 – 6)	State: Not Integrated
316	Papanui High School	Secondary (Year 9 – 13)	State: Not Integrated
3466	Papanui School	Contributing Primary (Year 1 – 6)	State: Not Integrated
3484	Redwood School	Contributing Primary (Year 1 – 6)	State: Not Integrated



ETHNICITIES OF STUDENTS WITHIN THE TŌTARANUI KĀHUI AKO AT 1 OCTOBER, 2017



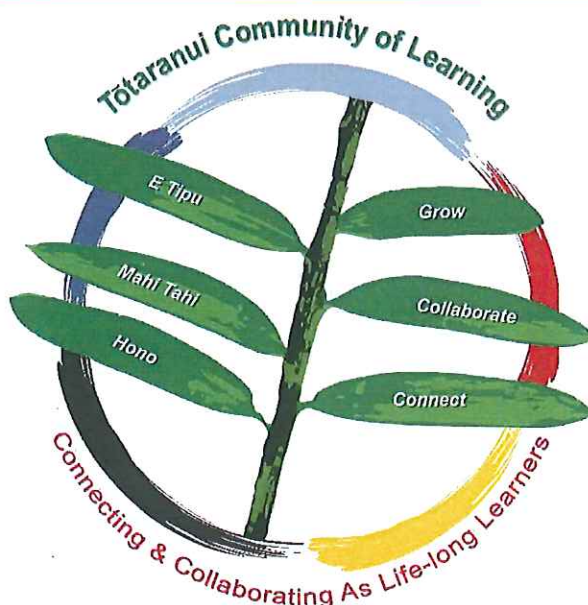
Our direction is on accelerating student outcomes for a targeted group of students who have been identified at risk of not achieving across our schools/services with specific attention to our priority learners and male students. The main achievement challenges at secondary level are to further raise NCEA Level 2 rates across the board, but particularly for Māori and even more so for Māori male.

Tōtaranui Vision

Hono, Mahi Tahi, E tipu

Connect, Collaborate, Grow

**Connecting and Collaborating
As Lifelong Learners**



Tōtaranui Principles



Personal & Social Wellbeing

All learners develop competencies in self-management, relationships, and problem-solving so they can lead healthy active lives and make a positive contribution to their community.

Whānau & Community Involvement

The development of a culture where the school, families/whānau and the community work together in an inclusive, collaborative and culturally responsive way to enhance learning.

Whānau and community will be embraced and acknowledged developing reciprocal relationships along our pathway whilst acknowledging the bicultural nature of New Zealand through te Tiriti o Waitangi.

Engagement & Inclusion

All learning that takes place is relevant and valued, leading to motivation and engagement whilst instilling a sense of belonging allowing for full participation in all aspects of school life.

Cultural Responsiveness

All learners have their own culture acknowledged and responded to in their learning. They are bi-cultural citizens in a multi-cultural community.

Creativity & Innovation

All learners develop skills and attitudes by experiencing a range of creative and cultural activities that challenge thinking and encourage curiosity, imagination and experimentation.

Rationale for Achievement Challenges

The Tōtaranui Kāhui Ako is committed to providing equitable opportunities for all students across the learning pathway and have developed achievement challenges which align to our school wide targets for raising both progress and achievement for all children in reading, writing, mathematics and NCEA.

An extensive analysis of achievement data was carried out at a range of levels using National Standards and NCEA results from 2016. Overall, the Tōtaranui data was in line with national data but closer analysis did reveal some areas of disparity and a wide range of levels of achievement across schools. The baseline academic data below illustrates that the learning area in most need of attention across our Kāhui Ako is writing.

Evidence from schools indicates further work in relation to moderation within and across schools is required to quantify the possible disparities. For this reason, we have set a target of 85% for all levels allowing us to develop accurate baseline data and confidence in setting targets for all cohort levels in the future. The Kāhui Ako has consistent expectations of progress and achievement and after analysis of data, our schools and ECEs believe 85% is a realistic and achievable target.

In light of the recent changes to National Standards, the Kāhui Ako intends to work through a review process over time to identify a consistent measure for progress and achievement.

It was also apparent to us that as a population, the Tōtaranui students are currently achieving at the national norms in reading, writing and mathematics, however, our Māori and Pasifika students are currently not achieving to the same standard as the Tōtaranui New Zealand European students. As a result of these findings, we are committed to raising achievement levels for our Māori and Pasifika students in all three learning areas.



Baseline Data



	2016 NZ Results	2016 Tōtaranui Kāhui Ako Results – Year 1 to 8							
	All Students Year 1 - 8	All Students Year 1 - 8	Female Students	Male Students	NZE Students	Maori Students	Pasifika Students	Asian Students	Other Ethnicities
Reading	77.8%	76.8%	81.4%	72.7%	80.3%	68.6%	68.8%	75.0%	66.7%
Writing	71.2%	70.2%	78.7%	62.8%	73.1%	61.9%	63.0%	72.1%	66.7%
Mathematics	75.4%	75.0%	77.0%	74.1%	77.7%	67.1%	67.5%	80.4%	63.3%

NCEA Percentage of Leavers Achieving Level 2 or Above in 2016									
2016	All State Students	2016 Tōtaranui Kāhui Ako Results							
		All Students Year 1 - 8	Female Students	Male Students	NZE Students	Maori Students	Pasifika Students	Asian Students	Other Ethnicities
	78.1%	78.6%	81.1%	76.2%	80.9%	65.9%	66.7%	84.6%	66.7%



Achievement Challenges



Achievement Challenge 1: Writing

Writing	Below & Well Below		At & Above	
	Number	Proportion	Number	Proportion
All students	491	29.8%	1157	70.2%
Māori	125	38.1%	203	61.9%
Pasifika	30	37.0%	51	63.0%
Asian	31	27.9%	80	72.1%
European/Pākehā/Other European	295	26.9%	803	73.1%
All other ethnicities including MELAA (not published)	10	33.3%	20	66.7%
Male	327	37.2%	552	62.8%
Female	164	21.3%	605	78.7%

Writing	Below & Well Below		At & Above	
	Number	Proportion	Number	Proportion
After 1 year at school	51	24.6%	156	75.4%
After 2 years at school	56	26.7%	154	73.3%
After 3 years at school	75	37.1%	127	62.9%
End of Year 4	74	31.2%	163	68.8%
End of Year 5	71	34.6%	134	65.4%
End of Year 6	55	24.2%	172	75.8%
End of Year 7	67	34.5%	127	65.5%
End of Year 8	42	25.3%	124	74.7%

Achievement Challenge	Focus areas					
Analysis of 2016 that looked at trends and patterns from all schools identified the need in writing to address the achievement of Māori, Pasifika and Male students.	Community Wide Targets Within the overall target of accelerating the learning of all students the main focus for the Tōtaranui Kāhui Ako will be lifting the achievement of writing from:					
Currently 1157 out of 1648 (70.2%) of learners are At or Above the National Standard in Writing.		2016	2017	2018	2019	Shift
	Boys	62.8% (552/879)	68.9% (606)	76.0% (668)	85.0% (747)	22.2% (195)
	Māori	61.9% (203/328)	68.9% (226)	75.9% (249)	84.8% (278)	22.9% (75)
	Pasifika	63.0% (51/81)	69.1% (56)	76.5% (62)	84.0% (68)	21.0% (17)
Target By the end of 2019 we aim to achieve all 85.0% of learners to At or Above the standard	Individual school focus areas To support the overall achievement challenge individual schools will identify targeted students and actions that will: <ul style="list-style-type: none">• Support the Community Wide Target• Address the achievement challenges specific to their school					



Achievement Challenges



Achievement Challenge 2: Reading

Reading	Below & Well Below		At & Above	
	Number	Proportion	Number	Proportion
All students	383	23.2%	1267	76.8%
Māori	104	31.4%	227	68.6%
Pasifika	25	31.3%	55	68.8%
Asian	28	25.0%	84	75.0%
European/Pākehā/Other European	216	19.7%	881	80.3%
All other ethnicities including MELAA (not published)	10	33.3%	20	66.7%
Male	240	27.3%	640	72.7%
Female	143	18.6%	627	81.4%

Reading	Below & Well Below		At & Above	
	Number	Proportion	Number	Proportion
After 1 year at school	79	38.3%	127	61.7%
After 2 years at school	57	26.9%	155	73.1%
After 3 years at school	45	22.2%	158	77.8%
End of Year 4	27	11.3%	211	88.7%
End of Year 5	49	23.8%	157	76.2%
End of Year 6	35	15.4%	192	84.6%
End of Year 7	59	30.7%	133	69.3%
End of Year 8	32	19.3%	134	80.7%

Achievement Challenge	Focus areas																						
<p>Analysis of 2016 that looked at trends and patterns from all schools identified the need in reading to address the achievement of Māori and Pasifika students.</p> <p>Currently 1267 out of 1650 (76.8%) of learners are At or Above the National Standard in Reading.</p> <p>Target By the end of 2019 we aim to achieve all 85% of learners to At or Above the standard</p>	<p>Community Wide Targets Within the overall target of accelerating the learning of all students the main focus for the Tōtaranui Kāhui Ako will be lifting the achievement of reading from:</p> <table> <tr> <th></th><th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>Shift</th></tr> <tr> <td>Māori</td><td>68.6% (227/331)</td><td>72.8% (241)</td><td>78.9% (261)</td><td>84.9% (281)</td><td>16.3% (54)</td></tr> <tr> <td>Pasifika</td><td>68.8% (55/80)</td><td>72.5% (58)</td><td>78.8% (63)</td><td>85.0% (68)</td><td>16.2% (13)</td></tr> </table> <p>Individual school focus areas To support the overall achievement challenge individual schools will identify targeted students and actions that will:</p> <ul style="list-style-type: none"> • Support the Community Wide Target • Address the achievement challenges specific to their school 						2016	2017	2018	2019	Shift	Māori	68.6% (227/331)	72.8% (241)	78.9% (261)	84.9% (281)	16.3% (54)	Pasifika	68.8% (55/80)	72.5% (58)	78.8% (63)	85.0% (68)	16.2% (13)
	2016	2017	2018	2019	Shift																		
Māori	68.6% (227/331)	72.8% (241)	78.9% (261)	84.9% (281)	16.3% (54)																		
Pasifika	68.8% (55/80)	72.5% (58)	78.8% (63)	85.0% (68)	16.2% (13)																		



Achievement Challenges



Achievement Challenge 3: Mathematics

Mathematics	Below & Well Below		At & Above	
	Number	Proportion	Number	Proportion
All students	413	25.0%	1237	75.0%
Māori	109	32.9%	222	67.1%
Pasifika	26	32.5%	54	67.5%
Asian	22	19.6%	90	80.4%
European/Pākehā/Other European	245	22.3%	852	77.7%
All other ethnicities including MELAA (not published)	11	36.7%	19	63.3%
Male	228	25.9%	652	74.1%
Female	175	23.0%	585	77.0%

Mathematics	Below & Well Below		At & Above	
	Number	Proportion	Number	Proportion
After 1 year at school	36	17.4%	171	82.6%
After 2 years at school	59	28.0%	152	72.0%
After 3 years at school	68	33.5%	135	66.5%
End of Year 4	41	17.2%	197	82.8%
End of Year 5	57	27.7%	149	72.3%
End of Year 6	53	23.3%	174	76.7%
End of Year 7	66	34.4%	126	65.6%
End of Year 8	33	19.9%	133	80.1%

Achievement Challenge	Focus Areas																		
<p>Analysis of 2016 that looked at trends and patterns from all schools identified the need in mathematics to address the achievement of Māori and Pasifika students.</p> <p>Currently 1236 out of 1650 (74.95%) of learners are At or Above the National Standard in Mathematics.</p> <p>Target By the end of 2019 we aim to achieve all 85% of learners to At or Above the standard</p>	<p>Community Wide Targets Within the overall target of accelerating the learning of all students the main focus for the Tōtaranui Kāhui Ako will be lifting the achievement of Mathematics from:</p> <table><tr><th></th><th>2016</th><th>2017</th><th>2018</th><th>2019</th><th>Shift</th></tr><tr><td>Māori</td><td>67.1% (222/331)</td><td>72.8% (241)</td><td>78.9% (261)</td><td>84.9% (281)</td><td>17.8% (59)</td></tr><tr><td>Pasifika</td><td>67.5% (54/80)</td><td>72.5% (58)</td><td>78.8% (63)</td><td>85.0% (68)</td><td>17.5% (14)</td></tr></table> <p>Individual school focus areas To support the overall achievement challenge individual schools will identify targeted students and actions that will:</p> <ul style="list-style-type: none">• Support the Community Wide Target• Address the achievement challenges specific to their school		2016	2017	2018	2019	Shift	Māori	67.1% (222/331)	72.8% (241)	78.9% (261)	84.9% (281)	17.8% (59)	Pasifika	67.5% (54/80)	72.5% (58)	78.8% (63)	85.0% (68)	17.5% (14)
	2016	2017	2018	2019	Shift														
Māori	67.1% (222/331)	72.8% (241)	78.9% (261)	84.9% (281)	17.8% (59)														
Pasifika	67.5% (54/80)	72.5% (58)	78.8% (63)	85.0% (68)	17.5% (14)														



Achievement Challenges



Achievement Challenge 4a & 4b

Background

Papanui High School continues to achieve very positive NCEA results, with a continuation of improved outcomes for students. Of significant note is the achievement rate for level 1 and 2, with the last three years showing that greater than 80% of students are passing NCEA. Level 1 literacy and numeracy has now been consistently above the national average for the past ten years. Our students continue to do well in achieving Merit and Excellence endorsements with the results showing that increasingly students are experiencing and striving for greater success. Students have been strongly encouraged to strive for personal excellence.

Whilst it is likely that in the next few years that an achievement challenge for the school will be to lift the proportion of students that are achieving endorsement results, it is felt that in the short term at least the Community of Learning can best support its learners by continuing to set goals around accelerating the progress of its students that are performing below expectation particularly those that are identified as priority learners.

Achievement Challenge 4a - NCEA Level 2

Achievement Challenge	Focus Area
Goal Accelerate the progress and improve the outcomes for students performing below expectations particularly Māori, Pasifika, and students with special needs.	Community Wide Targets Target based on: eligibility through retention to the end of 2017; access to NCEA Level 2 through the appropriate number of credits (60) and the 2016 Level one achievement result of 82.0%
Target The NCEA Level 2 achievement target for all students in 2017 is 84.7% (254/300)*.	Individual School Focus Areas Annual Target: The achievement challenges will be addressed through annual school targets. For example, the 2017 school target identified: <ul style="list-style-type: none">95.7% of those returning who achieved Level 1 in 2016 will achieve Level 2 in 2017 (247/258).40.5% of those returning who did not achieve Level 1 in 2016 will achieve Level 1 & 2 in 2017 (17/42).

Community Wide Targets			
2017	2018	2019	Shift
84.7% (254/300)	90.0% (270)	95.0% (285)	10.3% (31)

*Clarification

Predictions have been made for the 2017 Year 12 cohort based on identification of capability and achievement following 2016 NCEA Level 1 results.



Achievement Challenges



Achievement Challenge 4b: NCEA Level 2 Māori Achievement

Achievement Challenge	Focus Area
<p>Goal: Accelerate progress of Māori students performing below expectations in NCEA</p> <p>Target Reduce the 19% gap in achievement of Māori compared with NZ European identified by the PHS 2016 Level 1 NCEA results meaning that...the combined Level 2 achievement target for Maori students in 2017 is 66.7% (28/42)*.</p>	<p>Community Wide Targets Target based on; eligibility through retention to the end of 2017; access to NCEA Level 2 through the appropriate number of credits (60) and the 2016 Level one achievement result of 80.0%).</p> <p>Individual School Focus Areas Annual Target: The achievement challenges will be addressed through annual school targets. For example, the 2017 school target identified:</p> <ul style="list-style-type: none"> • 85.7% of those returning who achieved Level 1 in 2016 will achieve Level 2 in 2017 (24/28). • 28.6% of those returning who did not achieve Level 1 in 2016 will achieve Level 1 & 2 in 2017 (4/14).

Community Wide Targets			
2017	2018	2019	Shift
66.7% (28/42)	73.8% (31)	78.6% (33)	11.9% (5)

***Clarification**

Predictions have been made for the 2017 Year 12 cohort based on identification of capability and achievement following 2016 NCEA Level 1 results.



Achievement Challenges



Achievement Challenge 5: ECSs

Achievement Challenge	Focus Area
<p>Goal: To strengthen connections between ECSs and Schools to support the continuity of learning across the educational pathway.</p> <p>Target Learning Stories will be recorded which includes a focus on literacy and numeracy.</p>	<p>Community Wide Targets ECSs and primary schools develop relationships and connections to support children's transition through to primary by continuing the Early Transition Group</p> <p>Individual School Focus Areas To support the overall achievement challenge ECSs and schools will:</p> <ul style="list-style-type: none">• Collaboratively develop appropriate assessment processes to measure progress and achievement to support the ECSs achievement challenge e.g. Circle of Well-being or CHAOS



Action Plan



Following the endorsement of the Tōtaranui Achievement Challenges, a comprehensive Action Plan will be co-constructed by the "Across" and "Within" school teachers in consultation with teachers, students and whānau. The Action Plan will reflect the guiding principles from both Ka Hikitia - Accelerating Success 2013-2017 and the Pasifika Education Plan 2013-2017. In addition, we intend to submit PLD applications to support our Achievement Challenges and will work with the providers to develop and implement initiatives in conjunction with the "Across" and "Within" teachers.

While raising the academic achievement of all learners is the focus of the Tōtaranui Kāhui Ako it is acknowledged in the New Zealand Curriculum that a broader and more holistic measure of success must involve the Key Competencies. The Tōtaranui Kāhui Ako will specifically target priority / target learners identified in the Achievement Challenges and require planned actions which must also address Tōtaranui principles and the NZC's Key Competencies.

In order to achieve improve ākonga/learner success the Tōtaranui Kāhui Ako is committed to collaborative development and participation in the following key interconnected aspects:

- Collaboration (Cultural Inclusive, Engagement & inclusion)
- Spirals of Inquiry (Creativity and innovation in responding to ACs, building teacher capability)
- Relationships – (Personal & social well-being, Whānau & community)

Hono ... Connect

- Developing respectful and reciprocal relationships between teachers, teachers and learners, schools and families - whānau is central to the TCoL's activities and success
- Leadership seeks the perspectives and aspirations of students, parents and whānau, and incorporates them in the community's vision, goals and target
- Leadership ensures that organisational structures, processes and practices support collaboration and professional learning that is focused on improving student outcomes.
- Strong, educationally focused relationships among students, parents and whānau, teachers and leaders, and with other educational and community institutions, increase opportunities for student learning and success.
- The development of, in consultation with whānau - families, a graduate profile at the key transition stages

Mahi Tahi ... Collaborate

- Facilitate an effective and seamless ākonga/learner curriculum pathway for transitioning from a range of early childhood centres to primary; primary to intermediate; intermediate to secondary; and secondary to beyond secondary education.
- Provide a culturally responsive curriculum that is underpinned by the principles, strands, values and key competencies of Te Whāriki Early Childhood Curriculum (1996) and the New Zealand Curriculum (2007)
- Community collaboration enriches opportunities for students to become confident, connected, actively involved, lifelong learners.
- CoL Leadership collaboratively develops and pursues the community's vision, goals and targets.
- The community connects outwards to access new ideas and the expertise needed to support improvement and innovation.

E Tipu ... Grow

- Improve teacher capability and capacity through a robust process focused on improving the progress and the achievement of all learners
- Improve the capability and capacity of school leaders through leadership inquiries focused on the TCoL's principles and achievement challenges
- Investigate a variety of teaching approaches that challenge our curriculum and pedagogical practice to respond to our ākonga/learners and our community
- Support innovation in teaching practice and learner agency
- Develop culturally responsive practice by our teachers to improve the engagement of our learners
- Ensure our teachers know what is expected at each level of the curriculum
- Leadership builds collective capacity to do and use evaluation and inquiry for sustained improvement.



In keeping with our desire to 'lead from the middle', the appointment of the "Across" school teacher(s) will be the first priority followed by the appointment of the "Within" school teachers. This process will take place in Term 1, 2018. The Leadership Group will work closely with the two supporting Principals to develop a professional development plan that will draw upon expertise within our Kāhui Ako and utilize external providers through the centralised Professional Learning and Development (PLD) funding pool.



To enable the Tōtaranui Achievement Challenges to be realised, the PLD programme will have a strong focus on improving the teaching of writing as well as embedding culturally responsive practice in all schools. The inclusion of a wellbeing programme will also be an important feature of the overall Action Plan.

Another key component of the Action Plan will be to continue to create opportunities for Tōtaranui students, staff and whanau to come together to strengthen our educational pathway. This will take a celebration of culture, the arts, sports, leadership and technology, a Kāhui Ako enrichment programme and the formation of an Tōtaranui Student Council.

Review & Evaluation

Evaluation for improvement requires collaborative action through enabling the community to better understand:

- How individual learners and groups of learners are performing in relation to valued outcomes
- How improvement actions taken have impacted on learner outcomes and what difference is being made
- What needs to be changed and what further action needs to be taken
- The patterns and trends in outcomes over time
- What kinds of practices are likely to make the most difference for learners and in what contexts
- The extent to which the improvements being achieved are good enough in terms of the community's collective vision and priority goals and targets. (ERO - Evaluation for equity and excellence)

Longitudinal Tracking

The longitudinal tracking of students in the target groups should be developed to note progress over time.

Tools and Assessment Measures

The Leadership Group, in consultation with schools, will facilitate the consistent use of range of nationally recognised tools and assessments to promote consistency in monitoring, reviewing and evaluating the progress of the Tōtaranui Kāhui Ako on a regular basis.

Both qualitative and quantitative data will be gathered throughout the year to measure not only academic achievement but also student engagement and wellbeing. These assessments will include mid and end year National Standards and NCEA results, tracking of enrolment, retention and stand-down figures, community surveys, RTLB and other external support agency reports and student wellbeing surveys.

Progress reports will be shared with the Tōtaranui community at regular intervals throughout the year.



Proactively Released

12 SEP 2019

Justin Perriam
Principal
Northcote School

principal@northcotechch.school.nz

Dear Justin

The Associate Minister of Education, Hon Tracey Martin, has asked me to reply to your email of 9 August 2019 about the new Learning Support Coordinator (LSC) role.

The new LSC role is a key part of wider changes underway to ensure we do a better job of meeting the learning support needs of children and young people. LSCs will be a dedicated full-time, in-school role that will work alongside teachers, specialist providers and parents to help identify the learning support needs of children and young people. This is a coordinating role, rather than a teaching role, and LSCs will not have classroom teaching or management responsibilities.

LSC's are permanent full-time roles employed by a school Board of Trustees. Funding for the first tranche of 623 LSCs is not time limited. Where a LSC works across more than one school in a cluster, they should be appointed as whole Full Time Teacher Equivalent (FTE) with one of the schools using the LSC agreeing to be the employing school. LSCs are not intended to be part-time roles as this would reduce their capacity to collaborate with other LSCs across a cluster.

The schools allocated a LSC are responsible for recruiting, employing and accommodating them. Schools with a specific allocation of one or more FTE can proceed with recruitment, with an employment start date on or after 20 January 2020. The intention is that Boards and principals will work together to make decisions that are in the best interests of all children and whānau across their cluster and communities.

The allocation of this first tranche of 623 LSCs is not expected to change. For this first tranche, allocations are not affected by role fluctuations either up or down. If required, roll fluctuations will be considered as part of any future tranches.

The LSC role is not intended to replace any of the learning support roles. RTLB provide specialist support to teachers and learners. The LSC role is not a specialist provider of support. It is expected that LSCs and RTLB will have complementary skill sets.

The LSC role is a new dedicated role, with new funding made available through Budget 2019. As you will know, current SENCO roles have been established by schools from within their existing funding, and many often carry out other roles and responsibilities in the school. New funding is specifically allocated for the LSC as set out in the role description, and will not be applied to existing SENCO roles.

After you wrote to the Minister, you received further details about the LSC role through an email from Katrina Casey on 12 August 2019. A comprehensive set of Frequently Asked Questions is now available at conversation.education.govt.nz/assets/LSC/Learning-Support-Coordinator-FAQs-v2.pdf.

Thank you again for writing. I hope this information is helpful, and I wish you and everyone at Northcote School well. We look forward to continuing to work with your school on how best to support children and young people with learning support needs in your community.

Yours sincerely



Susan Howan
Associate Deputy Secretary
Sector Enablement and Support

Annex 4: Invitations to the Teacher Supply Principal event

Proactively Released



MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Teacher Supply Principal's Events

Are you likely to need great new teachers for 2020?

We know now is the time you are starting to prepare for the New Year. To help you recruit the staff you need we are holding a series of Information Days.

Please join us so we can talk **with** you about:

- Grants to support beginning teachers.
- Overseas teachers ready to interview.
- Recruitment agencies who do much of the hard work for you.
- Paying for your finder's fee.
- 3R National Fund

We understand it can be difficult to understand how our products and services can support your recruitment needs, so come along.

You don't have to book – just turn up.

When

TODAY

Wednesday 11 September 2019
from 10.00am to 6.00pm

Where

Main Stand
Riccarton Park Racecourse
165 Racecourse Road
Sockburn
Christchurch 8042

Any questions please email

Teacher.supply@education.govt.nz