Nelson City Community of Learning (CoL) – Kāhui Ako ki Whakatū

2015 – 2018

Executive Summary – (Working Document)

Ngā Wawata --- Vision

Community of Learning Vision - Our Community of Learning will collaborate to enhance engagement and achievement for all ākonga/learners in Whakatū so that our rangatahi/young people have equitable life choices.

We will focus on learning pathways, wellbeing, evaluative capability, cultural competencies, teacher pedagogy and whānau/community partnerships. This will also enable us to build collective capacity to advocate for Whakatū ākonga/learners.

Whakataukī - *(This is an initial whakataukī as we develop working together as a group)*
Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.
'Do not lift the paddle out of unison or our canoe will never reach the shore.' This proverb serves to emphasise the importance of all working together to succeed in any joint project.

Ngā Uara - Values

1. **Whanaungatanga/Relationships -** *Skilled in building and navigating relational spaces. Ehara taku toa i te toa takitahi, engari he toa takitini*
2. **Whakapapa/Sense of Belonging -** *Living confidently - with affinity to whakapapa and at ease with a growing cultural competence in language, tikanga and identity. Kia tū māia ki runga i a rātou ake ahurea tuakiri.*
3. **Whakatoro/Courage -** *Thinking respectfully and critically about the world and ideas. Whakarongo ki te ao. Mā te rongo ka mōhio, mā te mōhio ka mārama, mā te mārama ka mātau, mā te mātau ka ora.*
4. **Whakatōmene/Exploration -** *Articulate and confident in expressing thoughts, feelings and ideas. Ngā kai a te rangatira he kōrero. Me tū rangatira ai.*
5. **Ako/Personalised Learning -** *Kia whāi ī te taumata: Achieving qualifications from school and wider life that lead to future options and choice. Whaia te taumata mō te koingatanga hei ara oranga mōhou. Ko te pae tawhiti, whaia kia tata. Ko te pae tata, whakamaua kia tīna.*

Ko wai Mātou? *Who are we?*

Nelson Community of Learning 12 schools/centres in the Nelson Region:

In alphabetical order:

Auckland Point School, Clifton Terrace School, Hampden Street School, Hira School, Lake Rotoiti School, Nelson Central School, Nelson College, Nelson College for Girls, Nelson Intermediate School, Nelson Tasman Kindergartens, St Josephs and Victory Primary School.

The Nelson CoL's are part of the Nelson Principals Association (primary). There are only two secondary options in this area: Nelson College for Girls and Nelson College so the pathway for the majority of students in these 9 schools is to one of the two colleges.

The Nelson region has become increasingly culturally diverse, presenting both opportunities and challenges for schools to respond to and effectively engage students in their learning. Diversity is particularly reflected in the increased number of Pacific students, children of refugee families and international students attending local schools. There is some disparity in the achievement levels of Māori and Pasifika students both at primary school and secondary levels and this is an area that schools are generally targeting through data analysis and planning. *ERO 2015*

Te Tīmatanga – The Beginning

The Nelson City CoL met regularly to discuss progress before the draft plan was presented to the Boards of Trustees for review and then finally to the combined community for feedback.
The Nelson City CoL used the Google Drive to share 2014 data and information, with each school entering its achievement data and the planning group sharing its progress and giving opportunity for each school to give feedback. Schools agreed to take individual responsibility for sharing the information with their own Boards and staff.

The Nelson Community consists of five contributing schools with students in Years 1 to 6, one full primary, one intermediate school, two secondary schools and is working alongside the Nelson Tasman Kindergarten Association. The configuration provides opportunities for a strengthened student-centred pathway. There are no significant performance concerns, with two of the schools having a four-to-five year return time for their next ERO visit and the other seven schools having a three year return time.
Schools in this community host a range of educational facilities and community services. One school shares its campus with community services, social agencies and a kōhanga reo. Other schools host a variety of services on their grounds including a local Pasifika fono cluster, a kindergarten and Teen Parent Unit. Two schools offer both te reo Māori and English-Medium classes.
Secondary students benefit from the establishment of a Trades Academy at Nelson College. The centre was built with business and financial support from the local community and offers a wide variety of courses suited to the different pathway requirements of students. Students can also participate in Top of the South Academy courses offering students vocational pathways with Nelson Marlborough Institute Technology.
Both colleges have school hostels, and international students stay in either the hostels or home-stays. *ERO 2015*

Wero Angitū - Achievement Challenges								
1. Writing: At the end of 2014, 20.89% (226/1082) of boys achieved below and well below the National Standard. Our challenge is to raise boys' achievement from 79.11% achieving at/above, to 85.11% in 2017.								
Baseline Data 2014	**% Gain** (BPS Target)	**2015**	**% Gain**	**2016**	**% Gain**	**2017**	**% Gain**	**2018**
79.11% (856/1082)	+ 2% #22	81.11% (878/1082)	+ 2% #22	83.11% (900/1082)	+ 2% #22	85.11% (922/1082)	+ 2% #22	87.11% (944/1082)

2. Writing: At the end of 2014, 37.94% (129/340) of Māori ākonga/students achieved below and well below the National Standard. Our challenge is to raise Māori ākonga/student achievement from 62.06% achieving at/above, to 85% in 2017.

Baseline Data 2014	% Gain (BPS Target)	2015	% Gain	2016	% Gain	2017	% Gain	2018
62.06% (211/340)	+ 10% #34	72% (245/340)	+ 8% #27	80% (272/340)	+ 5% #17	85% (289/340)	+ 2% #7	87% (296/340)

3. Tuhituhi: At the end of 2014, 51% (40/79) of ākonga/students achieved below and well below Ngā Whanaketanga. Our challenge is to raise ākonga/student achievement from 49% to 85% achieving at/above, to 85% in 2017.

Baseline Data 2014	% Gain (BPS Target)	2015	% Gain	2016	% Gain	2017	% Gain	2018
49% (39/79)	+ 16% #13	65% (52/79)	+10% #8	75% (60/79)	+10% #8	85% (68/79)	+2% #2	87% (70/79)

4. Maths: At the end of 2014, 23.18% (249/1074) of girls achieved below and well below the National Standard. Our challenge is to raise girls' achievement from 76.82% achieving at/above, to 85.82% in 2017.

Baseline Data 2014	% Gain (BPS Target)	2015	% Gain	2016	% Gain	2017	% Gain	2018
76.82% (825/1074)	+ 3% #32	79.82% (857/1074)	+ 3% #32	82.82% (889/1074)	+ 2% #21	85.82% (922/1074)	+1% #11	86.82 % (933/ 1074)

5. Maths: At the end of 2014, 31% (41/133) Māori ākonga/students achieved below and well below the National Standard. Our challenge is to raise Māori ākonga/student achievement from 69% to 85% in 2017.

Baseline Data 2014	% Gain (BPS Target)	2015	% Gain	2016	% Gain	2017	% Gain	2018
69% (92/133)	+6% #8	75% (100/133)	+5% #7	80% (107/133)	+5% #7	85% (114/133)	+1% #1	86% (115/ 133)

6. Pāngarau: At the end of 2014, 35% (21/60) Māori ākonga/students achieved below and well below. Our challenge is to raise Māori ākonga/student achievement from 65% to 85% in 2017.

Baseline Data 2014	% Gain (BPS Target)	2015	% Gain	2016	% Gain	2017	% Gain	2018
65% (39/60)	+10% #6	75% (45/60)	+5% #3	80% (48/60)	+5% #3	85% (51/60)	+1% #1	86% (52/60)

7. NCEA Level Two: At the end of 2014, 17.5% (76/434) of ākonga/students left school without NCEA Level 2. In comparison 31% (13/42) of Māori ākonga/students left school without NCEA Level 2. Our challenge is to raise Māori ākonga/student achievement at NCEA Level 2 from 69% to 85% in 2017.

Baseline Data 2014	% Gain (BPS Target)	2015	% Gain	2016	% Gain	2017	% Gain	2018
Leavers with NCEA Level 2 or above --- 69% Māori ākonga/students	+ 5%	74%	+6%	80%	+5%	85+ %	+2%	+87 %

8. NCEA Level Two Endorsement: At the end of 2014, 31% (9/29) Māori ākonga/students achieved NCEA Level 2 with Merit or Excellence endorsement, which is below the level of Non-- Māori students (50%). Our challenge is to raise the proportion of Māori ākonga/students achieving Excellence or Merit endorsement to at least 50% in 2017.

Baseline Data 2014	% Gain (BPS Target)	2015	% Gain	2016	% Gain	2017	% Gain	2018
31%	+4%	35 %	+ 5%	40 %	+5%	45 %	+5%	50%

Reporting Progress Against Achievement Challenges

The Nelson City CoL will meet each term to monitor and evaluate the progress towards meeting the achievement challenge. A report will be shared with each Board of Trustees.

Whaia te iti kahurangi --- Taking Action (Achieving at Standard)

- Build the right evaluative capabilities among teachers and staff
- Consistent teacher judgment and formative assessment practice used within schools and across the primary/secondary sectors
- Educationally powerful relationships developed with ECE and Tertiary to:
- Strengthen attainment
- Strengthen transition
- Strengthen common understanding of good practice.

The CoL will focus on student's transition to school developing:

- Leaders and teachers in early childhood services and schools understood the links between Te Whāriki and New Zealand Curriculum (NZC)/Te Marautanga o Aotearoa (TMoA) and provided a curriculum that was relevant and meaningful for children
- Children's previous interests, strengths, prior knowledge and dispositions for learning were known and used to develop relevant and responsive learning for children
- Culturally responsive teaching and assessment contributed to children's sense of themselves as confident learners
- Strong learning partnerships with parents and whānau supported children as they approached and transitioned to school. *ER0 (2015)*
- Many schools are at the point of, or in the process of reviewing their curriculum to ensure that the content, processes and delivery match the diverse needs and interests of their student populations. There is plenty of scope to share some of the high quality planning and delivery practices operating in different schools across the community, particularly in areas such as the use of integrated and inquiry approaches, the use of literacy and mathematics across learning areas, and critical thinking and authentic learning experiences. *ERO 2015*

Whaia te iti kahurangi --- Taking Action *(Achieving Potential)*

- Develop a consistent shared definition within schools and across sectors of Māori students enjoying educational success as Māori
- Develop a consistent shared definition within schools and across sectors of students with special education needs (using a range of cultural lenses)
- Develop a consistent shared definition within schools and across sectors of gifted and talented ākonga/students (using a range of cultural lenses)
- Co-construct a graduate profile with Māori whānau, pasifika fono and ELL parents
- Students at & above are motivated learners and achieving their full potential academically
- Ākonga/Students with special education needs are motivated learners and achieving their full potential academically
- ELL students are motivated learners and achieving their full potential academically
- Consistent progress and improved literacy and numeracy results
- Increase the retention and achievement of senior Māori secondary students to ensure they have the ability to make a successful transition from school to tertiary study, training or employment.

Schools are making good progress in improving the quality and consistency of teaching. Some schools have clear guidelines and expectations for teachers, and have accessed appropriate PLD to support them to raise the quality of their teaching. There is evidence that teachers in a number of schools work collaboratively, and professional discussions enhance the confidence and consistency of their teaching practices. These are approaches that could also be shared with all schools. *ERO 2015*

Whaia te iti kahurangi --- Wellbeing/Engagement (*What will we do differently?)*

Establish Nelson CoL agreed protocols and consistent practice for:

- Supporting high risk ākonga/students and their whānau
- Transitioning students between sectors and schools
- Managing behaviour positively to retain ākonga/students in school
- Supporting newly enrolled transient ākonga/students
- Effective cross sector collaboration to embed common understandings and strong pastoral care practice
- Improved wellbeing indicators
- Improved attendance data; especially beyond 16 years of age
- Improved retention data
- Improved engagement data
- Increased engagement by whānau in their child's learning and the life of the school

Most schools have well developed systems for gathering, collating and reporting assessment information. They use the information to recognise patterns and trends, and to develop strategies for teaching and learning in response. Some schools have a strong focus on ensuring that assessment is both referenced and actioned. They have strong moderation practices to ensure that judgments were becoming more reliable and consistent.
Students in the Nelson Community learn in schools where there are high expectations for them to achieve and to engage successfully with learning. Most students entering school have participated in some form of early childhood education and the majority make steady progress in reading writing and mathematics during the primary years. At secondary level students are achieving at or near National targets. *ERO 2015*

Areas for improvement include:

To make increased use of achievement data to show progress over time, enabling them to better evaluate the impact of different interventions. Other areas for development included ensuring that data was presented clearly and consistently, and was broken down to show the progress of target groups. *ERO 2015*

Strengthening appraisal systems to better identify teachers' goals and areas requiring support --- especially in relation to achievement challenges Developing a shared understanding and model of self-review, against clear indicators of success Strengthening the ability to recognise and respond to the needs and aspirations of a culturally diverse community.

Although the numbers of Māori and Pasifika ākonga/students and young people is relatively small, there is a general need to increase awareness of their performance and aspirations. Both groups do well in comparison to the national achievement profile for their respective cohorts but there is a gap at both primary and secondary level in overall achievement. *ERO 2015*

Whaia te iti kahurangi --- *Achievements so far* The schools have been involved in a number of professional development and initiatives to address the above challenges. These have included:	
Raising Achievement: • Student Achievement Function (SAF) • OTJ workshops • National Standards/Ngā Whanaketanga workshops • Appraisal Workshops • Formative Assessment – Shirley Clarke • Ka Hikitia – Accelerating Success *2013-2017* • Tātaiako • Tau Mai Te Reo – The Māori Language in Education *2013-2017*	**Health and Well being:** • PB4L • Social Worker in Schools (SWiS) • Incredible Years • Modern Learning Pedagogy • Use of Inclusive Practice Tool • Open to Learning Conversations • Restorative practice • Wellbeing at School Tool
Literacy: • ALL (Accelerated Literacy Learning) • Reading Together • Reading Recovery	**Tumuaki and Management** • Tū Rangatira – Māori Educational Leadership. Ministry of Education (2013) • Culturally responsive and relational pedagogy focusing on raising Māori achievement • Tātaiako school-wide development

Numeracy:	Leadership/Governance
• Numeracy Project • Pāngarau • Maths Specialist Teacher (MST) • ALIM 1 & 2 --- Accelerated Learning in Maths	• Aspiring Principals Programme (NAPP) • First Time Principals Programme (FTP) • Growth Mindset – Carol Dweck/Guy Claxton • Hautū NZSTA • Principal Sabbaticals • Tū Rangatira