

BULLER COMMUNITY OF LEARNING - Achievement Challenge Plan

VISION: Buller Community of Learning will collaboratively provide high quality and equitable educational outcomes for students in a safe and inclusive environment.



SUMMARY OF BULLER COMMUNITY OF LEARNING ACHIEVEMENT CHALLENGES

1. MATHEMATICS (National Standards)

All students

In 2015 73% (493/677) of Year 1-8 students are at or above the standard.

We aim to increase this to 84% (568/677) or more by 2018.

2. WRITING (National Standards)

Male students

In 2015 58% (198/342) of Year 1-8 male students are at or above the standard.

We aim to increase this to 72% (245/342) or more by 2018.

Pasifika female students

We will also be targeting our Pasifika female students (the number of students is small - 7 in 2015)

3. READING (National Standards)

Male students

In 2015 71% (242/342) of Year 1-8 male students are at or above the standard.

We aim to increase this to 83% (284/342) or more by 2018.

Māori female students

In 2015 75% (39/52) of Year 1-8 female Māori students are at or above the standard.

We aim to increase this to 88% (46/52) or more by 2018.

4. NCEA Levels 2 and 3

NCEA Level 2 (male students)

In 2015 68% (15/22) of male leavers achieved NCEA Level 2 or better

We aim to increase this to 86% (19/22) or more by 2018.

NCEA Level 3 (male students)

In 2015 27% (6/22) of male leavers achieved NCEA Level 3 or better

We aim to increase this to 59% (13/22) or more by 2018.

BACKGROUND INFORMATION:

The Buller Community of Learning (CoL) is made up of 5 schools in the Buller region:

Buller High School, Westport North School, Westport South School, St Canice's School and Granity School

Buller High School is the only secondary school in the CoL. Westport North School, Westport South School and Granity School are state full primary schools. St Canice's School (Westport) is a state integrated full primary school.

At July 2015 the total student roll for the CoL schools was 997. The ethnic breakdown is European/Pākeha 80%, Māori 14%, Pasifika 1%, Asian 3% and other 2% (see the table below for individual school details).

School ID	Name	Decile	Total School Roll	European/Pakeha	Māori	Pasifika	Asian	MELAA	Other	International Students
301	Buller High School	5	341	286	38	4	7	2	4	0
3192	Granity School	3	34	23	10	0	0	1	0	0
3220	St Canice's School (Westport)	5	135	108	9	3	11	4	0	0
3235	Westport North School	5	187	139	44	0	1	2	1	0
3236	Westport South School	5	300	246	40	4	7	2	1	0

All 84 children that began primary school between April 2015 and March 2016 had attended ECE. This 100% participation rate is a 4.3% increase on the previous year's participation rate.

The CoL primary schools are part of the Schools' Cloud Transformation Project trial. The schools are now all operating cloud-based systems. This trial will test the support cloud-based technology offers students, teachers and schools including the potential to streamline school administration, reduce ICT costs, improve collaboration across schools and support improvements in student achievement through the use of digital technology.

There are strong links with our local community and tertiary institutions, in particular through:

- A range of local businesses and the Polytech through STAR and Gateway Programmes.

- Ongoing partnerships opportunities through Tai Poutini. An example is the Trades Academy Level 3 Hospitality Course running through the Polytech's accreditation.
- Outdoor Education programmes in conjunction with the Polytech.
- Liaison personnel representing Tertiary institutions visiting the Colleges on an annual basis to meet with students.
- The continuing support of the local community through a range of scholarships and awards. Gateway placements within the community assist in developing these links.
- Strong links to the Buller R.E.A.P (Rural Education Activities Programmes) including professional development for teachers and teacher aides. A staff member from Buller High School is on the R.E.A.P committee.

BULLER COMMUNITY PROFILE:

The following information is sourced from a community profile that was released in July 2016 for the Buller Interagency Forum by the Information Team, Community and Public Health, Canterbury District Health Board.

There have been significant economic changes in the Buller District over the last 20 years with the decline of traditional extractive industries such as forestry and mining. While there has been a shift to more service based sources of income such as tourism and hospitality, land-based income generation such as dairy farming and horticulture are still economic mainstays.

The March 2013 Census recorded a total of 10,473 persons as being normally resident in Buller. The district's population climbed above 11,000 persons during the peaks of economic activity experienced prior to the 2013 Census date, however since the coal mining activity in the district has contracted the resident population of the district has decreased.

Buller District's population is considerably older than the New Zealand average, with a median age of 42.4 years in 2013 compared with 35.9 across New Zealand. Buller District has far less ethnic diversity than the country as a whole. At the 2013 Census, 91.6% of residents identified as European (74% nationally). All other ethnic groups were under-represented compared with their national presence.

The NZDep2013 index of deprivation shows that overall, the residents of Buller District are markedly more deprived than the country's population as a whole. At the time of the 2013 Census, 50% of the resident population of NZ lived in decile 1-5 areas (i.e. the less deprived areas of the country). In Buller District, however, just 36.8% of residents lived in areas in the less deprived deciles.

Buller residents aged 15 years and over hold fewer qualifications than New Zealanders as a whole. In 2013, 32.5% of the district's adults had no educational qualifications and this is a far larger proportion than the 20.9% nationally. As a result, the proportion of residents with each type of qualification as their highest level of attainment was smaller than across the rest of New Zealand.

- 50.6% held certificates at levels 1-4 or diplomas (similar to the 49.8% nationally)
- 7.9% held level 5-6 diplomas (less than the 9.3% nationally)
- Just 6.3% had Bachelor's degrees or the equivalent (13.6% across New Zealand)
- 2.7% had post-graduate qualifications (6.4% nationwide)

PROCESS FOR ENGAGEMENT:

There was an identified need for greater collaboration between the schools within Buller. The Buller Principals of the above schools through discussions, supported by CoL achievement data have developed a collaborative model to improve the achievement of our students.

This has opened the door to a refocusing of our efforts to ensure that our students are well prepared and well performing. This initiative will contribute to achievement of the Governments Better Public Service goal of: *"in 2017 85% of 18 year olds will have achieved NCEA Level 2 or equivalent"*

As a community of schools we wish to work collaboratively to raise student achievement.



EDUCATION REVIEW OFFICE REPORT:

The Education Review Office (ERO) prepared the latest ERO reports. This report identified the following common strengths and areas for improvement. The schools in the CoL including the

Common strengths include:

- positive relationships with students, parents, whānau and the wider community
- sound guidelines and expectations for teaching to support positive student outcomes.

Areas for improvement include:

- improving the consistency of data gathering and analysis
- embedding high quality teaching practices across all classes
- ensuring goals are outcomes-based and measurable
- ensuring policies and procedures are up to date
- formalising self review processes.

IDENTIFYING OUR ACHIEVEMENT CHALLENGES (Years 1-8)

During 2015 we shared and analysed NCEA data and 2014 National Standards data for reading, writing and mathematics. Using this data we initially identified mathematics and writing (particularly for male and Māori students) as common achievement challenges.

At the start of 2016 we took the opportunity to extend the analysis of 2015 National Standards to include gender within ethnicity. This confirmed achievement challenges for groups of Years 1-8 students in reading, writing and mathematics. The data showed that mathematics was a common achievement challenge for both genders and all ethnicities. In writing the achievement challenge is for male students and Pasifika female students. In reading the achievement challenge is for male students and Māori female students.

We want to enable our students to have the literacy and numeracy capability to access the wider curriculum through their learning pathway and to support our students as they become confident, connected, actively involved, lifelong learners.

Literacy gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants they need to be effective oral, written, and visual communicators who are able to think critically and in depth. Numeracy has a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

The challenge going forward will be to build on increased levels of achievement in Years 1-8 Mathematics, Reading and Writing to improve Numeracy, Mathematics, Literacy and English achievement in NCEA. This will include lifting the number of students achieving merit/excellence endorsements in NCEA Mathematics and English.

The data supporting our conclusions can be seen in the following three tables.

2015 National Standards data for Mathematics by Ethnicity and Gender (all CoL schools combined)

		Overall Teacher Judgement								Total	At/above
		Well below		Below		At		Above			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent		
Māori	Male	3	5.6	8	14.8	36	66.7	7	13.0	54	79.6
	Female	1	1.8	19	33.3	31	54.4	6	10.5	57	64.9
	Total	4	3.6	27	24.3	67	60.4	13	11.7	111	72.1
European	Male	24	8.7	57	20.7	148	53.8	46	16.7	275	70.5
	Female	11	4.3	51	20.0	148	58.0	45	17.6	255	75.7
	Total	35	6.6	108	20.4	296	55.8	91	17.2	530	73.0
Pasifika	Male	x	x	x	x	x	x	x	x	5	x
	Female	x	x	x	x	x	x	x	x	7	x
	Total	1	8.3	2	16.7	8	66.7	1	8.3	12	75.0
Asian	Male	0	0.0	1	14.3	4	57.1	2	28.6	7	85.7
	Female	0	0.0	4	50.0	3	37.5	1	12.5	8	50.0
	Total	0	0.0	5	33.3	7	46.7	3	20.0	15	66.7
Other	Male	x	x	x	x	x	x	x	x	4	x
	Female	x	x	x	x	x	x	x	x	5	x
	Total	0	0.0	2	22.2	7	77.8	0	0.0	9	77.8
Total	Male	27	7.8	68	19.7	195	56.5	55	15.9	345	72.5
	Female	13	3.9	76	22.9	190	57.2	53	16.0	332	73.2
	Total	40	5.9	144	21.3	385	56.9	108	16.0	677	72.8

Note: x= data redacted

2015 National Standards data for Writing by Ethnicity and Gender (all CoL schools combined)

		Overall Teacher Judgement								Total	At/above
		Well below		Below		At		Above			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent		
Māori	Male	5	9.8	20	39.2	23	45.1	3	5.9	51	51.0
	Female	2	3.8	12	23.1	35	67.3	3	5.8	52	73.1
	Total	7	6.8	32	31.1	58	56.3	6	5.8	103	62.1
European	Male	34	12.4	78	28.4	143	52.0	20	7.3	275	59.3
	Female	13	5.3	36	14.6	158	64.0	40	16.2	247	80.2
	Total	47	9.0	114	21.8	301	57.7	60	11.5	522	69.2
Pasifika	Male	x	x	x	x	x	x	x	x	5	x
	Female	x	x	x	x	x	x	x	x	7	x
	Total	1	8.3	4	33.3	5	41.7	2	16.7	12	58.3
Asian	Male	0	0.0	3	42.9	2	28.6	2	28.6	7	57.1
	Female	0	0.0	1	12.5	5	62.5	2	25.0	8	87.5
	Total	0	0.0	4	26.7	7	46.7	4	26.7	15	73.3
Other	Male	x	x	x	x	x	x	x	x	4	x
	Female	x	x	x	x	x	x	x	x	5	x
	Total	0	0.0	3	33.3	5	55.6	1	11.1	9	66.7
Total	Male	40	11.7	104	30.4	173	50.6	25	7.3	342	57.9
	Female	15	4.7	53	16.6	203	63.6	48	15.0	319	78.7
	Total	55	8.3	157	23.8	376	56.9	73	11.0	661	67.9

Note: x= data redacted

2015 National Standards data for Reading by Ethnicity and Gender (all CoL schools combined)

		Overall Teacher Judgement								Total	At/Above
		Well below		Below		At		Above			
		Number	Percent	Number	Percent	Number	Percent	Number	Percent		
Māori	Male	3	5.9	12	23.5	22	43.1	14	27.5	51	70.6
	Female	2	3.8	11	21.2	24	46.2	15	28.8	52	75.0
	Total	5	4.9	23	22.3	46	44.7	29	28.2	103	72.8
European	Male	31	11.3	48	17.5	114	41.5	82	29.8	275	71.3
	Female	8	3.2	24	9.7	105	42.5	110	44.5	247	87.0
	Total	39	7.5	72	13.8	219	42.0	192	36.8	522	78.7
Pasifika	Male	x	x	x	x	x	x	x	x	5	x
	Female	x	x	x	x	x	x	x	x	7	x
	Total	0	0.0	2	16.7	8	66.7	2	16.7	12	83.3
Asian	Male	0	0.0	3	42.9	2	28.6	2	28.6	7	57.1
	Female	0	0.0	0	0.0	4	50.0	4	50.0	8	100.0
	Total	0	0.0	3	20.0	6	40.0	6	40.0	15	80.0
Other	Male	x	x	x	x	x	x	x	x	4	x
	Female	x	x	x	x	x	x	x	x	5	x
	Total	0	0.0	2	22.2	4	44.4	3	33.3	9	77.8
Total	Male	34	9.9	66	19.3	143	41.8	99	28.9	342	70.8
	Female	10	3.1	36	11.3	140	43.9	133	41.7	319	85.6
	Total	44	6.7	102	15.4	283	42.8	232	35.1	661	77.9

Note: x= data redacted

IDENTIFYING OUR ACHIEVEMENT CHALLENGES (Years 9-13)

We want leavers from Buller High School to be sufficiently prepared to continue with further study or to enter the workforce. This will enable them to have fulfilling and successful lives and contribute fully to the economy.

Provision school leavers' data for 2015 shows that students leaving Buller High School achieved above the NZ average for NCEA Levels 1, 2 and 3, and the same as the New Zealand average for University Entrance. NCEA Level 2 (or better) achievement exceeds the Government's Better Public Service target for 2017.

Buller High School Leavers with NCEA level 1 or above in 2015 = 93% (52 of 56)

Buller High School Leavers with NCEA level 2 or above in 2015 = 86% (48 of 56)

Buller High School Leavers with NCEA level 3 or above in 2015 = 59% (33 of 56)

Buller High School Leavers with University Entrance in 2015 = 39% (22 of 56)

However this level of achievement is not happening equitably. This is most evident when gender is considered.

NCEA Level 1 (or better) is achieved by 34 of 34 female leavers (100%) compared with 18 of 22 male leavers (82%).

NCEA Level 2 (or better) is achieved by 33 of 34 female leavers (97%) compared with 15 of 22 male leavers (68%).

NCEA Level 3 (or better) is achieved by 27 of 34 female leavers (79%) compared with 6 of 22 male leavers (27%).

University Entrance is achieved by 20 of 34 female leavers (59%) compared with 2 of 22 male leavers (9%).

Our challenge is to increase the number of male leavers achieving NCEA Level 2 or better.

Achievement is also not happening equitably when ethnicity is considered. The number of students is very small. A shift of one or two Māori students would result in more equitable achievement. The high school will target these students using student focussed methodology.

NCEA Level 1 (or better) is achieved by 8 of 10 Māori leavers (80%) compared with 43 of 45 European/Pākehā leavers (96%).

NCEA Level 2 (or better) is achieved by 8 of 10 Māori leavers (80%) compared with 40 of 45 European/Pākehā leavers (89%).

NCEA Level 3 (or better) is achieved by 4 of 10 Māori leavers (40%) compared with 28 of 45 European/Pākehā leavers (62%).

University Entrance is achieved by 3 of 10 Māori leavers (30%) compared with 19 of 45 European/Pākehā leavers (42%).

In general what we want to achieve is:

- All students achieving NCEA Level 1 before leaving school
- At least 85% achieving NCEA Level 2 before leaving school
- Māori NCEA achievement matching the cohort
- Male NCEA achievement matching female achievement
- NCEA endorsement rates matching or exceeding national levels.

Within this structure it will be important to realise the secondary challenge which is to raise the general 'quality' of achievement. Both challenges can and should co-exist. Effective professional development strategies for staff will play a key role in ensuring that we meet our goals

Working alongside the NCEA challenge the high school will continue to set a benchmark of a minimum of 80% of Year 9-10 students working at or above the expected curriculum level across all subjects. The opportunity provided by the within school roles will support this.

BULLER CoL ACHIEVEMENT CHALLENGES

Achievement challenge 1: Mathematics (Years 1-8)

The challenge set by the CoL is to increase the number of Year 1-8 students achieving at or above the national standard in mathematics from 493 out of 677 (73%) in 2015 to 568 out of 677 (84%) in 2018. Detail about the intermediate steps is shown in Appendix 1.

Achievement challenge 2: Writing (Years 1-8)

The challenge set by the CoL is to increase the number of Year 1-8 male students achieving at or above the national standard in writing from 198 out of 342 (58%) in 2015 to 245 out of 342 (72%) in 2018. Detail about the intermediate steps is shown in Appendix 2.

We will also be targeting our Pasifika female students. The number of students is small (7 in 2015) and fluctuates from year to year.

Achievement challenge 3: Reading (Years 1-8)

The challenge set by the CoL is to increase the number of Year 1-8 male students achieving at or above the national standard in reading from 242 out of 342 (71%) in 2015 to 284 out of 342 (83%) in 2018. We have also challenged ourselves to increase the number of Year 1-8 Māori female students achieving at or above the national standard in reading from 39 out of 52 (75%) in 2015 to 46 out of 52 (88%) in 2018.

Detail about the intermediate steps is shown in Appendix 3.

Achievement challenge 4: NCEA Levels 2 and 3

The challenge set by the CoL is to increase the number of male leavers achieving NCEA level 2 from 15 out of 22 (68%) in 2015 to 19 out of 22 (86%) in 2018. Also to increase the number of male leavers achieving NCEA level 3 from 6 out of 22 (27%) in 2015 to 13 out of 22 (59%) in 2018. Detail about the intermediate steps is shown in Appendix 4.

STUDENT ENGAGEMENT:

In addition to these achievement challenges we will look at addressing 'other' challenges to support this achievement.

Wellbeing of students.

Retaining students at school to enable them to achieve NCEA Level 2 as a minimum qualification is key to their lifelong choices and opportunities.

Work will be done to address these issues and strengthen what is already working including:

- Gathering further data through the NZCER Wellbeing Tool. This will provide student, teachers and parent/family/whānau voice.
- Engaging with our communities especially iwi, and other ethnic groups to address engagement, attendance and retention.
- Building on the current inclusive practices.
- Improve the retention rates especially of Māori and boys.
- Investigate the transience rates and the reasons.

MONITORING PROGRESS AGAINST ACHIEVEMENT CHALLENGES:

We are a small CoL with one secondary school and four primary schools. One of the initiatives used to track students through their education is the use of google docs. This will enable better collaboration across schools. From 2017 the aim is to create tracking documents across the schools to do this tracking. This in addition to the data sharing that will be available as all local schools transition to the EDGE as their SMS provider. As a CoL we share the same families who often have children at more than one school. We are able to then work with families rather than with individual children if there are common issues.

We do not talk numbers in our CoL, we talk children. We know all of our students by name and can develop more personalised achievement plans rather than by group. Small class sizes also enable this personalisation to occur. The data sharing will enable us to better target interventions to meet the needs of identified students within the CoL.

CoL progress will be monitored at monthly CoL meetings. The responsibility for leadership of the key challenges will be distributed amongst the group depending on the strengths within the group and will be led overall by the principal appointed to the CoL leadership role. An annual evaluation against the achievement challenges will occur at the first meeting of each new year and achievement targets revised based on this data. This evaluation will include progress towards our achievement targets.

An evaluation of the process will also be carried out at the same time and will include:

- Student surveys regarding teaching and learning.
- Staff surveys regarding professional development opportunities and their impact on student learning.
- Student data, especially around retention and transience.

STRATEGIES TO ADDRESS THE ACHIEVEMENT CHALLENGES

Challenges 1, 2 and 3 (Years 1-8 Mathematics, Writing and Reading)

Actions to Meet Outcome	What will we see Happening Differently
<p>Develop and maintain a relationship with local early childhood centres.</p> <p>Analyse data within and across school <i>Look at the data from the CoL for 2013 to 2015. Compare data within schools and across schools.</i></p> <p>Use this data to ensure a shared understanding of our baseline data across schools and where we need to be heading.</p> <p>Develop Teacher Capacity and Capability to Deliver the curriculum Use data to establish schools where good practice is used. Identify ‘experts’ within schools to share their good practice across the CoL. These experts can provide leadership and mentoring for other staff to implement learning strategies.</p> <p>Provide targeted professional development opportunities for staff Access external PLD support available. Develop Teachers Cultural responsiveness and practice (eg.Ka Hikitia).</p> <p>Developing Leadership Capacity <i>Look at how we strengthen the curriculum leadership across the community to improve achievement.</i> Identify mentors and coaches within schools to implement learning practices across the schools. Develop evaluative capacity both within and across schools.</p>	<p>This will build a common understanding of standards and transition needs to best meet the needs of students entering the primary schools.</p> <p>Increased collaboration between schools to build common understanding.</p> <p>Better understanding by teachers regarding what is required to improve the learning of our students.</p> <p>Better within and across school consistency in recording and measuring National Standards data.</p> <p>Improved Mathematics and Writing National Standards results.</p> <p>Māori achievement will improve and match the cohort.</p> <p>Boys’ achievement will improve to narrow the achievement gap with girls.</p> <p>Literacy and Numeracy results will continue to improve.</p> <p>More students will reach their learning potential.</p>

Challenge 4 (NCEA Levels 2 and 3)

Actions to Meet Outcome	What will we see Happening Differently
<p>Analyse data within school and nationally <i>Look at the trends for our data as compared to national data. Identify the key components of that data that we need to target for improvement.</i></p> <p>Share this data with staff and develop a common understanding of what will be needed to provide the improvement necessary.</p> <p>Develop Teacher Capacity and Capability Identify targeted professional learning opportunities for staff as we look to address the areas of concern in relation to achievement. Specifically we would focus on Boys education and teaching within a Te Ao Māori context (Māori world).</p> <p>Identify curriculum and pedagogical leaders within the school to help mentor and coach others.</p> <p>Share professional readings to improve understanding of the pedagogical shift required to achieve our goals.</p> <p>Identify targeted PLD to provide new skills and awareness for staff to support their learning.</p>	<p>Teachers will use their understanding of the data to better target programmes to ensure that students remain engaged.</p> <p>Students will become more aware of their progress towards qualifications (including vocational qualifications) and they will track their own progress more actively.</p> <p>Those students identified in the Achievement, Retention and Transition (ART) initiative will have regular contact with a mentor to ensure that appropriate support is put in place.</p> <p>Careers and Pathway staff will have access to more current advice as a team so students will also have this access.</p> <p>Increased collaboration between departments as we target individual students and programmes to achieve the best outcomes for these students.</p> <p>Improved communication with families to ensure that they support the programmes put in place.</p> <p>More regular checking of NCEA data with students.</p>

THE WELLBEING of Students – the holistic approach	
We recognise that the wellbeing of students is essential. A happy, healthy present child is in a good place to learn.	
Actions to meet the outcome	What We Will See Happening Differently
<p>Investigate and unpack the relevant research Look at the indicators and strategies for students, teachers -know, understand and use effective indicators and strategies to improve the wellbeing of students that enables all students to achieve to their potential eg. • Wellbeing tool: http://www.nzcer.org.nz/tests/wellbeingschool</p> <p>Analyse data across schools Look at attendance, transients, stand downs, suspensions, pastoral care, learning, retention, CAHMs Regional Health eg. • Establishing baseline data across the community • Share how data is analysed • Establish a common methodology • Explore how best to use local resources (Iwi, RTLB)</p> <p>Develop a common set of agreed understandings of key indicators to identify and support ‘at risk’ students Look at moderate and high learning needs, low income eg. • Establish Westport schools / agency practice for school transitioning students; working with newly enrolled transient students, behaviour • A set transition package/process in order to share data as students</p> <p>Share practices as to how we engage with our communities Look at whānau, families, Pasifika, eg. • Which strategies work and don’t work -why? why not? • What opportunities can we provide to share as a community?</p>	<p>Children reaching their individual potential</p> <p>Ongoing cross sector and inter-agency collaboration to strengthen common understandings and ‘best practice’</p> <p>Improvement in wellbeing indicators</p> <p>Improvement in attendance data</p> <p>Schools working collaboratively to support families, whānau e.g. individually and through parent education</p> <p>Increased engagement by parents in the life of the schools</p>
What opportunities can we provide to share as a community?	
<p>Share, inform and seek feedback from the Māori community</p> <p>Work with external agencies (RTLB, Buller REAP, CYPF’s) agencies and the school transition team supporting transitions.</p> <p>Build on inclusive practices</p> <p>Reduce levels of stand downs and suspensions</p> <p>Increase retention rate of students staying at school</p>	

RETENTION/TRANSITION/ATTENDANCE – WHAT STRATEGIES CAN WE EMPLOY TO ADDRESS THESE CONCERNS TO IMPROVE ACHIEVEMENT?

Initial Analysis of Data

The analysis of data has identified the following areas as the initial issues for our CoL. These issues have a direct impact on achievement and therefore our ability to address achievement challenges.

Transition

Early childhood participation in our Community of Learning is on track to meet the Better Public Service target (in 2016, 98% of children starting school will have participated in quality early childhood education). All 84 children that began primary school between April 2015 and March 2016 had attended ECE. This 100% participation rate is a 4.3% increase on the previous year's participation rate. A close look at the curriculum and how it can dovetail into a Year 1 primary programme is an area that we see as the biggest challenge here.

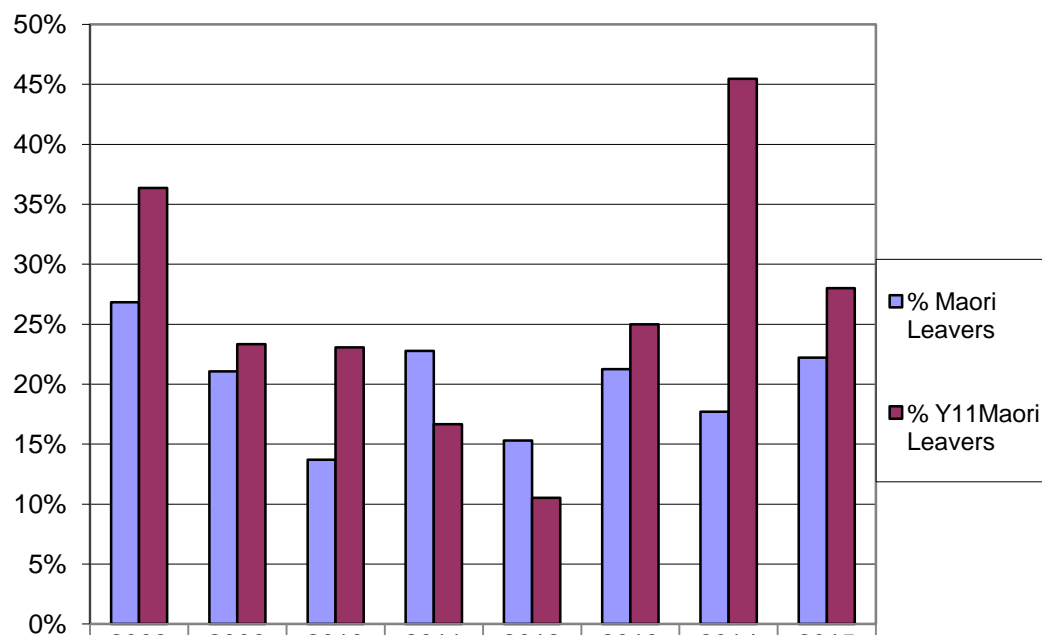
Retention

Retention to 17 years old (Educationcounts.co.nz)				
	2012	2013	2014	2015
Males	64.3%	75%	81.6%	69.6%
Females	83%	75%	94.7%	100%
Maori*	72.7%	71.4%	88.9%	72.7%

*Based on small numbers

By retaining students to the end of Year 12 or Year 13 we can almost guarantee that these students will have achieved at least NCEA Level 2 before leaving Buller High School. (In 2015 97.9% of students leaving school at the end of Year 13 had achieved a minimum of NCEA level 2). We will keep this as a priority and will continue monitoring retention of students.

Maori Leavers as a percentage of Total Leavers



	2008	2009	2010	2011	2012	2013	2014	2015	Year
% Maori Leavers	26.8%	21.1%	13.7%	22.8%	15.3%	21.2%	17.7%	22.2%	
% Y11Maori Leavers	36.4%	23.3%	23.1%	16.7%	10.5%	25.0%	45.5%	28.0%	

Year 11 Maori Leavers (2015): 28.0% (Year 11 Māori leavers as a percentage of all Māori leavers)
 Maori Leavers overall (2015): 22.2%

This means that a significant proportion of Maori are leaving before they have access to Level 2 NCEA. The overall percentage of Māori leaving school each year is generally higher than the cohort in general.

Transience

Students moving schools twice or more (figures are a rate per 1,000):

	2010	2011	2012	2013	2014
Māori	33.1	37	18.6	35.3	42.2
European/Pakeha	15.6	19.5	10.4	6.3	17.1

The issue of transience affects all schools in our CoL but the solution to that is largely employment rather than what we can control. All schools anywhere experience this to some degree and we need to provide a learning environment that is attractive to make it difficult for students and families to leave.

There is a significant disparity in the transience rates for Māori and European/Pakeha students. It is against this backdrop that we try to build a sense of belonging and tautoko (support) for these ākonga (students). Students struggle to learn in a classroom where there is little relationship with the pouako (teacher). This occurs because of this transience and has a direct impact on achievement and retention as they can struggle to 'fit in'.

Tertiary participation

An interesting feature of the Buller COS data is related to Tertiary Participation

	2013	2014
Māori	71%	59%
European/Pākehā	66%	62%

This clearly demonstrates that if we can retain Māori students within the secondary schooling system, there is a high likelihood that they will attempt tertiary study at a rate very similar to Europeans/Pakeha.

The CoL is aware of the need to monitor and support students as they transition to post secondary study and employment.

Attendance and absences

Māori students have the largest rates for total absences from school (justified and unjustified). This also impacts on their ability to partake in a coherent learning programme.

	2013	2014
Māori	11	14
European/Pākehā	7	9

Note: These rates are per 100 students. Unjustified rates are also higher for Māori students.

Further Actions to Support Achievement	What will we see Happening Differently
<p>Work with the Primary Principals and ECE centres to strengthen the relationships and transition to primary schools.</p> <p>Work with the Māori students at year 11 in order to boost retention into Year 12.</p> <p>Improve our communication with Māori families both pastorally and in an academic sense.</p> <p>Coordinate with our Attendance officer, House Teachers and Deans to support the tracking of attendance.</p>	<p>The CoL will work with ECE centres to develop two way communication and a shared understanding of the needs of students as they transition from ECE to school.</p> <p>The retention of Māori students into Year 12 increases and reflects the cohort. Māori whānau become more involved with the schools.</p> <p>NCEA results for Māori students increase consistently to match the cohort.</p> <p>Māori stand down and suspension rates reduce.</p> <p>Attendance concerns are identified quickly through good use of school data.</p> <p>Family/whānau will become fully involved when attendance becomes an issue.</p>

WHAT HAVE SCHOOLS IN THE CoL ALREADY ACHIEVED?

The schools have already been involved in professional development and other initiatives to address the above challenges. These have included:

Literacy:	ALL - Accelerated Literacy Learning - 3 schools Literacy PLD Reading Together Writing Workshops 2014-15
Mathematics:	Numeracy Maths PLD ALIM - Accelerated Learning in Math's – 2 schools Maths Specialist Teacher
Health and Well being:	PB4L- 3 schools e-Learning Initiatives including Westnet
Secondary:	ART - Achievement, Retention and Transition. 2015 Student Achievement Support PLD STAR Gateway
Gifted and Talented PLD:	Buller High School 2014-16

CoL PLANNING

More detailed analysis and planning will be developed once the CoL leadership, across school and within school appointments have been made. This will include the following:

- Development of detailed Annual/Strategic Plans for the CoL
- Integration of the CoL actions/goals into the Strategic/Annual Plans of individual schools
- Identification of shared resources, skills etc available across the CoL
- Format of the reporting to each individual school and across the CoL to its Boards, communities about progress against the targets and challenges.
- Consultation with local Iwi –Ngati Apa, Ngati Waewae
- Ongoing consultation with individual schools as well as across the whole community.

APPENDIX 1: Mathematics (Years 1-8)

Current state (2015): Year 1-8 all students at or above the NS in mathematics		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
493/677	73	533/677 +40	79	6%	553/677 +20	82	3%	568/677 +15	84	2%

Where are our students and which ones are we targeting?

In 2016 our 40 targeted students who are below the National Standard in mathematics are in the following schools.

Name of School	Total
Granity School	5
Westport South School	8
Westport North School	15
St Canice's School	12
Total	40

APPENDIX 2: Writing (Years 1-8)

Current state (2015): Year 1-8 all males at or above the NS in writing		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
198/342	58	225/342 +27	66	8%	238/342 +13	70	4%	245/342 +7	72	2%

Where are our students and which ones are we targeting?

In 2016 our 27 targeted students who are below the National Standard in writing are in the following schools.

Name of School	Males
Granity School	4
Westport South School	4
Westport North School	10
St Canice's School	9
Total	27

APPENDIX 3: Reading (Years 1-8)

Current state (2015): Year 1-8 all males at or above the NS in reading		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
242/342	71	266/342 +24	78	7%	278/342 +12	81	3%	284/342 +6	83	2%

Current state (2015): Year 1-8 Māori females at or above the NS in reading		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
39/52	75	43/52 +4	83	8%	45/52 +2	87	4%	46/52 +1	88	1%

Where are our students and which ones are we targeting?

In 2016 our 28 targeted students who are below the National Standard in reading are in the following schools.

Name of School	Males	Māori females	Total
Granity School	1	0	1
Westport South School	8	1	9
Westport North School	7	2	9
St Canice's School	8	1	9
Total	24	4	28

APPENDIX 4: NCEA Levels 2 and 3

Current state (2015): Males leavers achieving NCEA Level 2 (or better)		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
15/22	68	17/22 +2	77	+9	18/22 +1	82	+5	19/22 +1	86	+4

Current state (2015): Male leavers achieving NCEA Level 3 (or better)		2016 goal			2017 goal			2018 goal		
Number	%	Number	%	% shift	Number	%	% shift	Number	%	% shift
6/22	27	10/22 +4	45	+18	12/22 +2	55	+10	13/22 +1	59	+4

Where are our students and which ones are we targeting?

In 2016 our targeted students are at Buller High School.