



**Eastern Rotorua
Community of Learning
2015-2018**

Overarching Community of Learning Goal:

By the end of 2018 85% of students across the Eastern Rotorua Community of Learning will be achieving at or above the expected level.

Background to the Eastern Rotorua Cluster:

The schools on the Eastern side of Rotorua have a long history of working together. In the 1989 the RELCO cluster was established (Rotorua East Lakes Cluster Organisation) to facilitate the schools working together on a range of educational and community based initiatives.

There are three primary schools, one intermediate and one high school in the cluster and the schools form a natural pipeline for students from 5-18 years. The schools are geographically close, all being on or near to Te Ngae Road, Rotorua.

In 2007-2010 the schools were all involved in ICT professional Development as an EHSAS cluster. We worked collaboratively on ICT plans and inquiry learning. Cluster wide Irlen lens screening was undertaken in 2006/7. In 2015/6 this is being reignited with 4 of the 5 cluster schools taking part in the Nga Pumanawa e Waru programme (www.nextfoundation.org.nz/news/press-release-two-new-investments-in-education). This is a Rotorua district-wide initiative that will use best practice in e-learning teaching methodologies and collaboration between schools to transform educational outcomes for learners and whanau across Rotorua's schools and kura.

All the cluster schools have been part of a Learning and Change Network since 2014. This has resulted in a number of new cluster wide initiatives including a shared staff meeting with all 140 teachers in the cluster, a workshop with parents of priority students in years 5, 7 and 9 and the setting up of a cross cluster literacy working group and a cross cluster maths working group.

All of the Primary and Intermediate schools in the cluster have been involved in ALL and ALIM/MST PLD over the last three years and are in the process of sharing CAP plans.

The cluster has a unique relationship with Te Roro o Te Rangi and Ngati Uenukukopako, the local hapu. Schools work widely with other hapu and iwi too. Schools have been asked to take part in consultation on the Te Roro o Te Rangi education strategy and the Kaumatua has a strong link between the cluster schools.

The community has started building links with early childhood education through the Eastside ECE Primary Transition to School group that involves year 0-1 teachers, EC providers and iwi working together.

Process for Engagement:

The Learning and Change Network (LCN) has provided a strong foundation for a Community of Learning to build on. Some of the specific activities we have engaged in are:

- since 2013 working collaboratively on an action plan for improvement focusing on priority students in the cluster.
- Joint staff meeting in Feb 2014 with all teachers across the cluster
- Cross-cluster working groups established for maths and literacy in 2014.
- Cross cluster priority student focus day with parents and students from all 5 schools gathering student and whanau voice on their current challenges within our schools.
- Cross cluster teacher questionnaire gathering teacher voice on their challenges and successes as educators in the cluster.
- Strong involvement from all schools with Te Roro o Te Rangi, local iwi.

All schools have consulted with their Boards of Trustees and all have agreed to engage in the Community of Learning.

Data Analysis

The data we looked at was drawn from a number of sources, including:

- Level 2 NCEA
- National Standards data 2014-2015
- Standardized assessment data
- PACT data
- ERO Community of Learning report 2015
- Overall Teacher Judgments

The secondary school in the CoL, Rotorua Lakes High School, continues to produce very good results at NCEA level:

2015 NCEA results (roll based)

Year 12 NCEA L2	90.4%
Year 12 NCEA L2 male	86.6%
Year 12 NCEA L2 female	94.7%
Year 12 NCEA L2 Maori	86.7%
Literacy	97.3%
Numeracy	98.7%

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 in:

- Boys' achievement in writing in years 1-10 and the achievement of Maori students in years 1-10. Girls are achieving currently at 78% at or above the National Standard in writing. This drops to 59% for boys (years 1-8) and 63% for Maori students (years 1-8) and 47% for Maori students (years 9 and 10) using e-asTTle.
- Achievement in mathematics for all students. National Standards data tells us 73% of all students are at or above the standard. This drops to 67% for Maori students. Using NUMPA at year 9 level, 79% of students are at the required level for success (at or above stage 6) and 60% of year 9 Maori students are at or above the required level.

- Achievement in reading for all students. In 2015 there was a decline in the number of children achieving at or above the national standard in reading. 81% of all students are at or above the standard, however 75% of Maori students are achieving this level. The disparity between boys and girls is significant with boys at 77% and girls at 86% reading at or above national expectations.
- Achievement in Science. The COL has identified that only some areas of the science curriculum are covered well in primary schools. Lack of teacher knowledge and confidence means that current practice does not take account of the “new” thinking about the nature of science and its place in the knowledge economy. There is also little understanding of the potential vocational pathways at primary level. Maori student participation in the sciences beyond level 1 NCEA declines considerably. It is hoped that providing engaging learning opportunities in science will contribute to achievement results in reading and writing.

Achievement Challenges:

Accelerating the progress of students at risk of achieving poor outcomes is a key step for each school across the Community.

Why we need to set these achievement challenges

The key skills needed for academic achievement and a vocational pathway include reading, writing, maths and scientific thinking. These skills along with the dispositions described in the Key Competencies in the New Zealand Curriculum are key to achieving the vision of “confident, connected, actively involved lifelong learners” (NZC p8).

Achievement Challenge One:

To lift the achievement of all our boys in writing, with a specific focus on Maori students to ensure they have equitable outcomes in 2018.

Why do we need to take on this challenge?

Writing is a core skill required to achieve success at all levels of the system and is still key to demonstrating thinking, understanding and analysis. We want our children to have opportunities to develop a love of writing through engaging in meaningful, challenging and relevant contexts for writing from across the curriculum.

We have set three targets to tackle this challenge:

Targets:

- 1** We aim to lift the achievement of Pakeha boys at or above the national standard in writing from 59% (190/319) to 85% (270/319) in 2018.

Current State 2015		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 Pakeha boys at or above	
No	%	No	%	No	%	No	%
190/319	59	223/319	70	255/319	80	270/319	85

- 2** We aim to lift the achievement of all our Maori boys at or above the national standard in writing from 134/239 (56%) in 2015 to 85% (203/239) in 2018.

Current State 2015		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 Maori boys at or above	
No	%	No	%	No	%	No	%
130/239	54	167/239	70	191/239	80	203/239	85

3 We aim to lift the achievement of all our year 9 and 10 Maori students at or above the expected curriculum level in writing from 49% (67/136) in 2015 to 85% (115/136) in 2018.

Current State 2015		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 Maori students at or above	
No	%	No	%	No	%	No	%
67/136	49	95/136	70	109/136	80	115/136	85

Where are our students and which ones are we targeting?

In 2015 our 307 targeted students were in the following schools:-

Name of School	Pakeha Boys	Maori Boys	Total Boys	Pakeha Sub total year 1-4	Maori sub total year 1-4	Pakeha Sub total year 5-8	Maori sub total year 5-8	Maori sub total year 9-10
Lynmore	76	32	108	47	20	29	12	-
Owhata	4	16	20	4	11	0	5	-
Rotokawa	5	17	22	5	5	0	12	-
Mokoia	44	44	88	-	-	44	44	-
RLHS	-	-	69(boys and girls)	-	-	-	-	69

How will we monitor our progress against these targets?

- Continue measuring all our students against the national standard for writing at each year level with a specific focus on the year 6 and 8 standards to strengthen transition.
- Continue to assess year 9 and 10 students each year with e-asTTle to monitor the primary – secondary transition. This may shift to monitoring through PACT as four of the five schools, including the secondary school, are using this tool.
- Use “on track” data for target students to assist measuring our progress
- Know names, numbers and needs of target students.
- Use student voice to monitor the success of our intention to make writing an enjoyable learning activity.
- Inform our community at least once a year on how we are going with this challenge

What’s our plan of action?

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

- Know every student in every school that we want to make a difference for. Each school will know the names, numbers and needs of the students they are targeting to raise their achievement.
- Identify existing practices in teaching writing in the Community to evaluate what is already working and what is not working.
- Collect information about existing practices in teaching writing with Māori learners and boys

- Gain a shared understanding of ‘good practice’ in leadership/systems/processes/ and teaching writing across the Community
- Work with colleagues across the Community using an inquiry cycle to identify the strengths and needs of leaders and teachers and to plan and implement ‘good practice’ leading to achieved desired outcomes for Māori learners and boys
- Establish systems and processes for in-school (where required) and between school moderation in writing.
- Provide cross cluster opportunities for parents, family and whānau to strengthen their role in their children’s achievement in writing.
- Identify leadership that needs to be developed across the Community and any needs for specific and strategic professional learning and development

Achievement Challenge Two:

To raise the achievement in mathematics for all students. In 2015 National Standards data tells us 73% of all students are at or above the standard. This drops to 67% for Maori students. 72% of boys and 74% of girls are achieving at or above the standard. Using NUMPA at year 9 level, 79% of students are at the required level for success (at or above stage 6) and 60% of year 9 Maori students are at or above the required level.

Why do we need to take on this challenge?

Maths is a core skill required to achieve success at all levels of the system and is still key to demonstrating thinking, understanding and analysis. We want our children to have confidence in their ability to tackle maths problems and build strong mathematical concepts. Mathematical knowledge, is seen as a crucially important which is increasingly necessary in a range of life-skills, such as personal finance and data-handling. Mathematical skills are increasingly needed in the workplace. Mathematics is important because it encourages and develops important ways of thinking.

We have set three targets to tackle this challenge:

Targets:

1. Maori students years 1-8

2015 Maori boys at or above		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 Maori boys at or above	
No	%	No	%	No	%	No	%
164/239	68	179/239	75	191/239	80	203/239	85
2015 Maori girls at or above		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 Maori girls at or above	
No	%	No	%	No	%	No	%
134/204	65	153/204	75	163/204	80	173/204	85

2. Pakeha students years 1-8

2015 Pakeha boys at or above		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 Pakeha boys at or above	
No	%	No	%	No	%	No	%
240/319	75	255/319	80	262/319	82	271/319	85

2015 Pakeha girls at or above		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 Pakeha girls at or above	
No	%	No	%	No	%	No	%
226/283	79	232/283	82	235/283	83	240/283	85

3. Maori students year 9

2015 Maori students at or above		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 Maori students at or above	
No	%	No	%	No	%	No	%
33/62	53%	40/62	65	47/62	75	53/62	85

Where are our students and which ones are we targeting?

In 2015 our 294 targeted students were in the following schools:-

Boys:

Name of School	Pakeha Boys	Maori Boys	Total Boys	Pakeha Sub total year 1-4	Maori sub total year 1-4	Pakeha Sub total year 5-8	Maori sub total year 5-8	Maori sub total year 9
Lynmore	34	14	48	26	11	8	3	
Owhata	5	13	18	5	8	0	5	
Rotokawa	5	24	29	5	11	0	13	
Mokoia	25	38	63	-	-	25	38	
RLHS			20					20

Girls:

Name of School	Pakeha Girls	Maori Girls	Total Girls	Pakeha Sub total year 1-4	Maori sub total year 1-4	Pakeha Sub total year 5-8	Maori sub total year 5-8	Maori sub total year 9
Lynmore	21	19	40	16	12	5	7	
Owhata	5	9	14	2	5	4	4	
Rotokawa	1	11	12	0	4	1	7	
Mokoia	22	19	41	-	-	22	19	
RLHS			9					9

How will we monitor our progress against these targets?

- Continue measuring all our students against the national standard for maths at each year level with a specific focus on the year 6 and 8 standards to strengthen transition.
- Continue to assess year 9 students each year with NUMPA to monitor the primary – secondary transition. This may shift to monitoring through PACT as four of the five schools, including the secondary school, are using this tool.

- Use “on track” data for target students to assist measuring our progress
- Know names, numbers and needs of target students.
- Use student voice to monitor the success of our intention to make maths an enjoyable learning activity.
- Inform our community at least once a year on how we are going with this challenge

What’s our plan of action?

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

- Know every student in every school that we want to make a difference for. Each school will know the names, numbers and needs of the students they are targeting to raise their achievement.
- Identify existing practices in teaching maths in the Community to evaluate what is already working and what is not working.
- Collect information about existing practices in teaching maths across the cluster.
- Gain a shared understanding of ‘good practice’ in leadership/systems/processes/ and teaching maths across the Community
- Work with colleagues across the Community using an inquiry cycle to identify the strengths and needs of leaders and teachers and to plan and implement ‘good practice’ leading to achieved desired outcomes for Māori learners and boys
- Trial a flipped classroom approach to instructional maths teaching.
- Establish systems and processes for in-school (where required) and between school moderation in maths.
- Provide cross cluster opportunities for parents, family and whānau to strengthen their role in their children’s achievement in maths.
- Identify leadership that needs to be developed across the Community and any needs for specific and strategic professional learning and development

Achievement Challenge Three:

To raise achievement in reading for all students. In 2015 there was a notable decline in the number of children achieving at or above the national standard in reading, particularly for Maori boys (67%), Maori girls (68%) and Pakeha boys (79%).

Why do we need to take on this challenge?

Reading is a core skill required to achieve success at all levels of the system and is still key to demonstrating thinking, understanding and analysis. We want our children to have opportunities to develop a love of reading through engaging in meaningful, challenging and texts from across the curriculum.

We have set three targets to tackle this challenge:

Targets: Reading

1. Pakeha Boys years 1-8

2015 Pakeha boys at or above		Intermediate State 2016		Desired State 2017 Pakeha boys at or above	
No	%	No	%	No	%
253/319	79	261/319	82	271/319	85

2 Maori boys years 1-10

2015 Maori boys at or above (years 1-10)		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 Maori boys at or above	
No	%	No	%	No	%	No	%
214/360	59	234/360	65	270/360	75	306/360	85

2 Maori girls years 1-8

2015 Maori girls at or above (years 1-8)		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 Maori girls at or above	
No	%	No	%	No	%	No	%
139/204	68	153/204	75	163/204	80	173/204	85

In 2015 our 226 targeted students who were below were in the following schools:-

Boys:

Name of School	Pakeha Boys	Maori Boys	Total Boys	Pakeha Sub total year 1-4	Maori sub total year 1-4	Pakeha Sub total year 5-8	Maori sub total year 5-8	Maori sub total year 9-10
Lynmore	33	19	52	29	16	4	3	-
Owhata	4	16	20	4	11	0	5	-
Rotokawa	5	17	22	5	5	0	12	-
Mokoia	9	22	31	-	-	9	22	-
RLHS	-	56	56	-	-	-	-	56

Girls:

Name of School	Maori Girls	Maori sub total year 1-4	Maori sub total year 5-8
Lynmore	17	6	11
Owhata	9	4	5
Rotokawa	9	4	5
Mokoia	10	-	10

How will we monitor our progress against these targets?

- Continue measuring all our students against the national standard for reading at each year level with a specific focus on the year 6 and 8 standards to strengthen transition.
- Continue to assess year 9 and 10 students each year with e-asTTle to monitor the primary – secondary transition. This may shift to monitoring through PACT as four of the five schools, including the secondary school, are using this tool.
- Use “on track” data for target students to assist measuring our progress
- Know names, numbers and needs of target students.

- Use student voice to monitor the success of our intention to check that reading is an enjoyable learning activity.
- Inform our community at least once a year on how we are going with this challenge

What's our plan of action?

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

- Know every student in every school that we want to make a difference for. Each school will know the names, numbers and needs of the students they are targeting to raise their achievement.
- Identify existing practices in teaching reading in the Community to evaluate what is already working and what is not working.
- Collect information about existing practices in teaching reading with Māori learners and boys
- Gain a shared understanding of 'good practice' in leadership/systems/processes/ and teaching reading across the Community
- Work with colleagues across the Community using an inquiry cycle to identify the strengths and needs of leaders and teachers and to plan and implement 'good practice' leading to achieved desired outcomes for Māori learners and boys
- Establish systems and processes for in-school (where required) and between school moderation in reading.
- Provide cross cluster opportunities for parents, family and whānau to strengthen their role in their children's achievement in reading, such as Reading Together and community reading programmes.
- Identify leadership that needs to be developed across the Community and any needs for specific and strategic professional learning and development

Achievement Challenge Four: Science

Why do we need to take on this challenge?

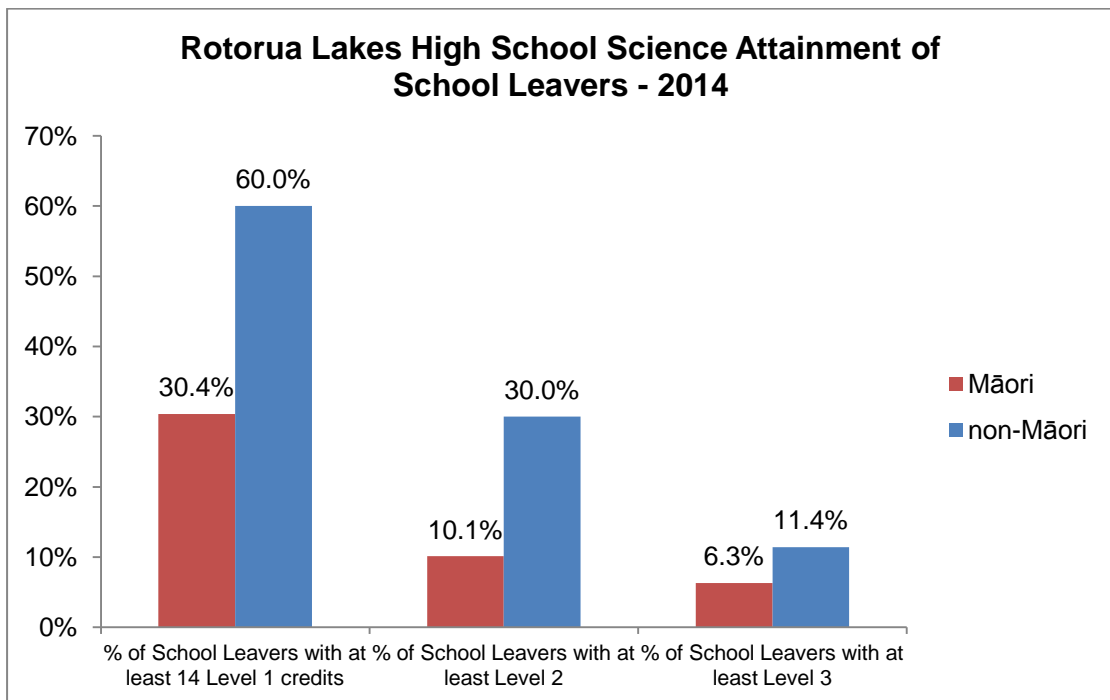
Science will be an achievement target area for us because

- We know from action research that Science is an engaging context for writing, especially but not exclusively, for boys and an engaging and relevant, real life context for mathematics
- We have evidence from the sabbatical research of one of our cluster principals that the range of science knowledge, confidence in pedagogy and understanding of process and attitudes of teachers is limited – both across curriculum levels and across strands. This limits both student enjoyment of and achievement in Science
- We have evidence from surveys conducted with the children from our cluster about their attitudes and experiences in science which support our inclusion of science
- We want to develop more learners who are competent in science, particularly Maori students, and more will go on to a career in science, technology, engineering and mathematics (STEM)-related jobs.
- The NCEA data gathered in relation to Maori students taking sciences beyond level one NCEA (100%) declined to 24% at level 2 to 9% at Level 3, following the same cohort 2013-2015.

2013		2014		2015	
No	%	No	%	No	%
70	100	17	24	6	9

**Rotorua Lakes High School
Science Attainment of School Leavers,
2014**

		Total Number with at least 14 Level 1 credits	Total Number with at least Level 2	Total Number with at least Level 3	Total Number of Leavers	% of School Leavers with at least 14 Level 1 credits	% of School Leavers with at least Level 2	% of School Leavers with at least Level 3
Sciences Pūtaiao	Māori	24	8	5	79	30.4%	10.1%	6.3%
	non-Māori	42	21	8	70	60.0%	30.0%	11.4%



The target we have set to tackle this challenge is:

- Maori student achievement in sciences (NCEA Levels 1-3) will be the same as non-Maori students by 2018 (numbers based on actual roles 2015) :

At least 60% (45/75) Maori students will have attained 14 level 1 science credits

At least 30% (18/61) Maori students will have attained 14 level 2 science credits

At least 15% (11/73) Maori students will have attained 14 level 3 science credits

How will we monitor our progress against these targets?

- Use our baseline NEMP (currently being gathered and analysed) and NCEA data to inform our planning
- Work alongside iwi to develop a culturally responsive science curriculum
- Develop our partnership with SCION to strengthen our delivery of science across the whole learning pathway
- Monitor the impact and engagement of students in science learning through the data gathered in reading, writing and mathematics
- Gather student and whanau voice to check our intention that science learning is engaging and relevant to the lives of our learners

- Use teaching as inquiry to review our curriculum plans and the effectiveness of the delivery of the science curriculum.

What's our plan of action?

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

- Build the level of skill and knowledge in science.
- Access PLD to support our schools (both external and internal support).
- Cross cluster science group to be established.
- Support the teaching of other areas of science (chemical and physical world).
- Engagement in science, in particular for Maori students.
- Establish a way to track achievement and progress in science years 1-10.
- Year 11 – build better retention of students in the sciences through year 12 and 13.
- Establish links with employers in the region with a science focus