

Te Maru o Ngongotaha Community of Learning I Kāhui Ako **Proposal**

Our Vision Statement

**Kia ngongō i te tahā matauranga o te iwi
Kia eke tahi**

**To drink from the calabash of the combined knowledge and support of the people
To rise as one from where we began**

**I raro Te Maru o Ngongotaha ki Rotorua
Under the shelter of the mountain of Ngongotaha**

Our Community

Te Maru o Ngongotaha Community of Learning I Kāhui Ako consists of a large secondary school, an intermediate school, three full primary schools, six contributing schools and a special school.

The Community of Learning I Kāhui Ako has approximately 3850 students, 64% of whom are Māori mostly descendants of Ngati Whakaue and other Te Arawa iwi. There is a small number of Pasifika students. Some students learn in Māori medium classrooms.

The schools in the Community of Learning I Kāhui Ako are characterised by positive and inclusive school cultures with well established visions and values. Most schools have established close relationships with Ngati Whakaue iwi within the Te Arawa rohe.

Background to the Te Maru o Ngongotaha Community of Learning

The schools that make up the Te Maru o Ngongotaha Community of Learning I Kāhui Ako are:

School/Kura	Type	Decile	July 2016 Roll	% Māori	% Pasifika
<i>Aorangi</i>	Contributing	1	133	79	9
<i>Kaharoa</i>	Full	10	206	19	2
<i>Kaitao</i>	Intermediate	2	305	79	3
<i>Kawaha Point</i>	Contributing	3	330	63	8
<i>Kea St</i>	Special School	2	74	70	5
<i>Mamaku</i>	Full	3	126	41	2
<i>Ngongotaha</i>	Contributing	4	356	59	2
<i>Rotorua</i>	Full	3	219	95	2
<i>Selwyn</i>	Contributing	2	441	82	2
<i>Sunset</i>	Contributing	1	113	81	15
<i>Western Heights High School</i>	Secondary yr 9-15	4	1354	54	2
<i>Western Heights</i>	Contributing	1	447	84	4

Although the twelve schools of Te Maru o Ngongotaha Community of Learning I Kāhui Ako do not have a history of working together, nevertheless we explored what opportunities we might have through collaborating:

- Sharing collective knowledge and wisdom
- Improving outcomes for Māori students together
- Clarifying / strengthening the pathway for rūmaki
- Building greater understanding between schools of what whānau want
- Breaking down some of the barriers that exist within the current model in Rotorua
- Strengthening PLD opportunities as a collective
- Taking advantage of purchasing power for bulk items
- Supporting the development of a localised curriculum
- Celebrating our success stories across our schools
- Having a shared approach to transience and truancy

Our Community of Learning I Kāhui Ako will be underpinned by the principles of the New Zealand Curriculum, Te Marautanga o Aotearoa and our expectation that every learner will be an active, confident, connected, lifelong learner.

The Community of Learning I Kāhui Ako is committed to building teacher capability in culturally responsive future-focussed learning which includes:

- Understanding a range of strategies for building quality learning relationships based on mutual respect, understanding of cultural background and genuine care.
- Ensuring there are high expectations for all learners.
- Ensuring students have agency and autonomy with their learning.
- Whanau and local iwi's aspirations are included in the learning process at every phase.
- Facilitating quality, concept based, learning opportunities based on local contexts.
- Using mobile learning effectively.
- Students self reporting, with an emphasis on progress rather than achievement.
- Students learning in collaborative, heterogeneous groups.
- Teachers working towards a shared 'graduate profile' across the CoL
- Teachers building strong teaching and learning relationships with students that provide a pathway to building such relationships with whānau and iwi.
- Both the curricula and the wider school environment contribute to building a sense of belonging and community in students.

'The culture of the child cannot enter the classroom until it has entered the consciousness of the teacher.'

Basil Bernstein

The Process for Engagement

Ngongotaha the mountain dominates Rotorua and he is visible to every school in our Kāhui Ako. Ngongotaha the mountain, the maunga, therefore connects us all as schools and it could also be said that he also watches over us too.

Ihenga a Te Arawa ancestor, the first explorer on Ngongotaha, came upon the Patupaiarehe who lived there. Ihenga asked for water and they handed him a gourd (taha). Ihenga drank from that gourd and learned from these ancient ones.

It is also from this story that we take our Mission Statement, “Ka ngongo I te taha Matauranga o te iwi.”

The Community of Learning I Kāhui Ako is keen to involve the Early Childhood Education, Tertiary providers and the employment sectors within our community and the wider area.

Boards of Trustees have been consulted and updated on the work of the Community of Learning I Kāhui Ako and senior leadership in schools has contributed to the development of this proposal.

The most recent Education Review Office report for our Community of Learning I Kāhui Ako indicates a number of common strengths alongside opportunities for improvement including;

Common strengths include:

- A strong commitment by trustees and school staff to promoting the health, education and well being of students
- Close affiliations and relationships with Ngati Whakauae within Te Arawa and significant support for students, especially in literacy, in both rūmaki and mainstream classes
- Māori language learning in total immersion or bilingual situations
- Examples of highly effective leadership
- The effective use of student achievement information, and professional learning and development, to raise student achievement in literacy and mathematics
- Highly responsive programmes and interventions that are helping to accelerate learning for students at risk of poor educational outcomes

Opportunities for improvement:

- accelerating the achievement of those students who are at risk of underachieving
- strengthening professional leadership and teaching capability, and sharing effective teaching practices across all schools in the Community of Learning I Kāhui Ako
- embedding te reo and tikanga Māori, including local Māori history and places of significance, as part of the school curriculum in all schools
- further strengthening learning partnerships with parents and whānau
- sharing learning progressions, information and expectations between schools so that students make smooth transitions as they move between schools

Iwi engagement

Te Maru o Ngongotaha is sited within traditional Te Arawa boundaries. Ngati Whakaue, Ngati Rangiwewehi, Ngararanui and other Te Arawa hapu have strong mana whenua. A percentage of our students also whakapapa to “Nga hau e wha.” Many Principals and staff have strong existing links with Te Arawa. Te Maru o Ngongotaha will explore these existing links and work to strengthen them. This will include further consultation with local iwi and the development of a robust role in our Kahui Ako.

The Process of Data Analysis

With support from the Ministry of Education, Te Maru o Ngongotaha Community of Learning | Kāhui Ako analysed a range of data, including: attendance, transition information, national standards, additional learning needs statistics, demographics, PAI data, asTTle and NCEA.

Our observation was that the gap between Māori student achievement and other groups of learners became more evident as learners moved through the pathway and was particularly evident at NCEA level. We also noted the differences between National Standard and Ngā Whanaketanga Rumaki Māori (NWRM) achievement with much higher achievement levels for NWRM. We agreed that our focus should be on Māori student achievement, particularly boys.

We have also 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.

1. Culturally Responsive and Relational Pedagogy

We know from some of the work undertaken by schools individually, the professional learning and development some schools have engaged in, as well as what the research tells us, that learning opportunities that engage and reflect the learner’s world have a huge impact on the attendance, engagement and achievement of our Māori students in particular. As the Community of Learning | Kāhui Ako with the largest number of Māori students in Aotearoa/New Zealand, this has to be a priority for us. As a Community of Learning | Kāhui Ako, we want to focus on:

- partnering with whānau and iwi to develop a cultural toolkit across the Community of Learning | Kāhui Ako
- adapting our curriculum to reflect the cultures of our community
- developing a shared understanding of what a culturally responsive and relational pedagogy looks and feels like
- investing in appropriate professional Learning and development for our staff to up skill in our **local** area
- identifying as a collective what our strengths are as well as our needs

Using the experiences and the data from our secondary school that has been gathered from their long term involvement in the Te Kotahitanga and Kia Eke Panuku professional development programmes, we are keen to

- gather and use perception data to inform our planning
- use whānau and student voice to track the journey through our Kāhui Ako to check there is consistency in our practice and our expectations
- develop a common language about learning for teachers and leaders across Te Maru

2. Student Well Being

As a Community of Learning I Kāhui Ako, we realise the importance of physical, emotional and cultural wellbeing to ensure the engagement of all students and also their learning. The engagement of parents and whānau is also of critical importance.

The significance of student well-being is captured in several ERO reports:

Wellbeing is vital for student success and is strongly linked to learning. New Zealand and international research shows that many school factors influence student success. Although there is no single measure for student wellbeing, the factors that contribute to it are interrelated and interdependent. For example, a student's sense of achievement and success is enhanced when they feel safe and secure at school. This in turn lifts their confidence to try new challenges, strengthening their resilience. (ERO 2016)

The ethical responsibility of teachers, leaders and trustees is to consider, promote, balance and respond to all aspects of the student, including their physical, social, emotional, academic and spiritual needs. These considerations require deliberate expression and action across all curriculum areas, pastoral care, strategic priorities and teaching practices. To maximise the role that schools have in promoting and responding to student wellbeing, these systems, people and initiatives require a high level of school-wide coordination and cohesion. (ERO 2017)

We would add to this that there is an opportunity for Community of Learning I Kāhui Ako-wide coordination and cohesion to support better outcomes for our students.

Several schools are already engaged with Health Promoting Schools (HPS) (Aorangi, Kaharoa, Rotorua, Sunset, Kaitao, Kea Street, Selwyn and Western Heights). Using the HPS rubric (developed in collaboration with ERO), we would be able to develop a community wide approach to address well being issues as well as use the expertise from across the community to support each other.

The indicators in the HPS rubric probe into:

- Student achievement and progress
- Stewardship
- Leadership for equity and excellence
- Educationally powerful connections and relationships
- Responsive curriculum, effective teaching and opportunity to learn
- Professional capability and collective capacity

We see strong synergy with this work and PB4L with several schools in the Kāhui Ako already participating in that programme. There are opportunities to work towards common expectations and consistency as children and whānau travel the learning pathway through our Kāhui Ako. We have two schools that have five-six years of successful implementation of PB4L that could provide coaching for the other schools.

3. Māori Medium Pathway

We want to develop connections and support for those who work in immersion/rumaki settings. An area for concern for parents and schools is the pathway for Māori medium at the end of year 6. While there is some transition to Māori boarding schools and local kura beyond year 6, generally whānau do not see a clear pathway from Kohanga Reo through to secondary schooling. We have discussed:

- using iwi and whānau demand voice to inform our planning
- supporting whānau with their journey through the pathway to ensure they are making well-informed choices
- using evidence-based research to strengthen transition
- undertake a scope of current provision in our kāhui ako
- engage with whānau to understand why choices are made to remain in Māori medium or transition to English medium, what needs to be strengthened in our pathway as well as building whānau understanding of the implications for their tamariki of those decisions to leave or remain in Māori medium
- involving kohanga reo in the discussions about this pathway

4. Transitions

Transitions is an area that we can improve and believe that in so doing we can add value in both English and Māori medium settings.

We acknowledge the transition to school is critical to ensure success for our children and we need to work alongside Early Childhood Educators to build: a shared understanding of the diversity of children in our community; pedagogical practices, such as play-based learning, that best support transition; sharing data that allows us to build on the success that children have experienced in EC.

Key findings from a literature review on the transition from primary to secondary schooling indicate that:

- there is often a drop in students' academic achievement following the move to secondary school. It is unclear from the literature, however, whether any drop in achievement is short-term or whether it endures for some or all students over the longer-term;
- students' attitudes towards school and their subjects often decrease over this period and can be accompanied by an increase in their interest in non-academic activities;
- the transition is most likely to have negative effects for students who are already experiencing difficulties at primary or intermediate school.

We want to work together to ease transition for students and their whānau across our Kāhui Ako by:

- Developing shared learning progressions or learner profile that gives clarity and consistency around desired competencies or achievement at benchmarks through the learning journey.
- Finding opportunities to link and flow through the pathway by sharing resources and providing continuation for learners
- Ensuring the consistency of initiatives such as PB4L and digital device schemes to support learning and achievement
- Ensuring there is a smooth and consistent flow of data across our schools
- Ensuring our pedagogical practice is consistent in affirming the language, culture and identity of our students.

The Achievement Challenges and associated targets

Based on an analysis of a range of data Te Maru o Ngongotaha Community of Learning | Kāhui Ako has identified the following achievement challenges:

- Māori student achievement
- Additional Learning Needs
- Science

1. Māori Student Achievement

The picture of achievement in 2015 for all learners:

Year 1-8	Reading	Mathematics	Writing
ALL 2712 learners	61.6%	61.8%	61.2%
Māori 1931 learners	55%	56.1%	58.1%
Pasifika 110 learners	57.8%	62.2%	64.2%

NCEA Level 2 **2016** (2015)

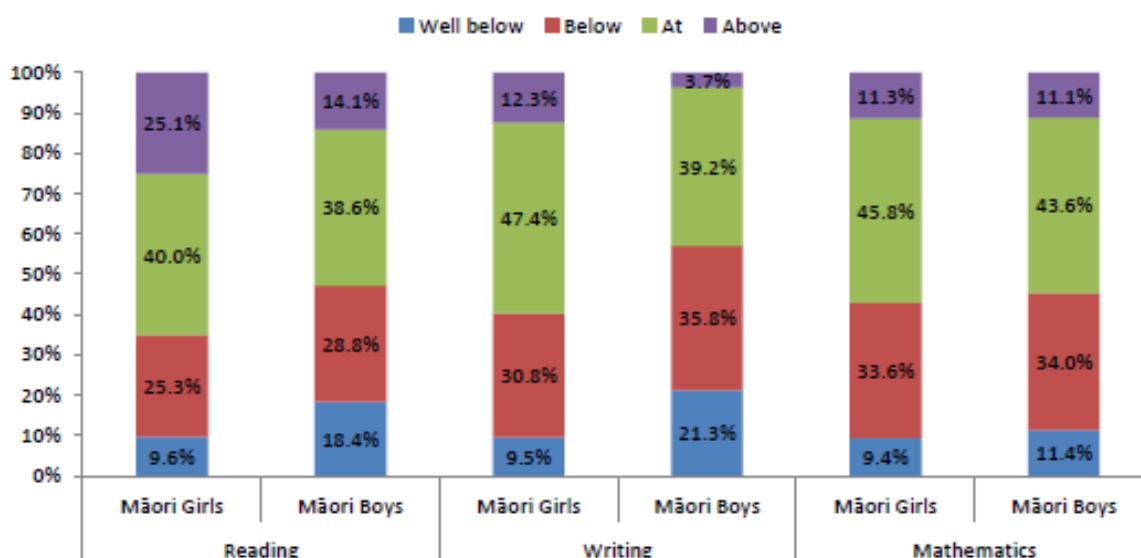
Level 2	Maori	Non-Maori	All
Boys	80.3 (70.8)	94.1 (83.8)	87.2 (77.3)
Girls	88.1 (75.0)	95.1 (96.0)	91.6 (85.5)
All	84.2 (72.9)	94.6 (89.9)	89.4 (81.4)

Retention to age 17

ALL	MĀORI	PASIFIKA
75.8	64.8	66.7

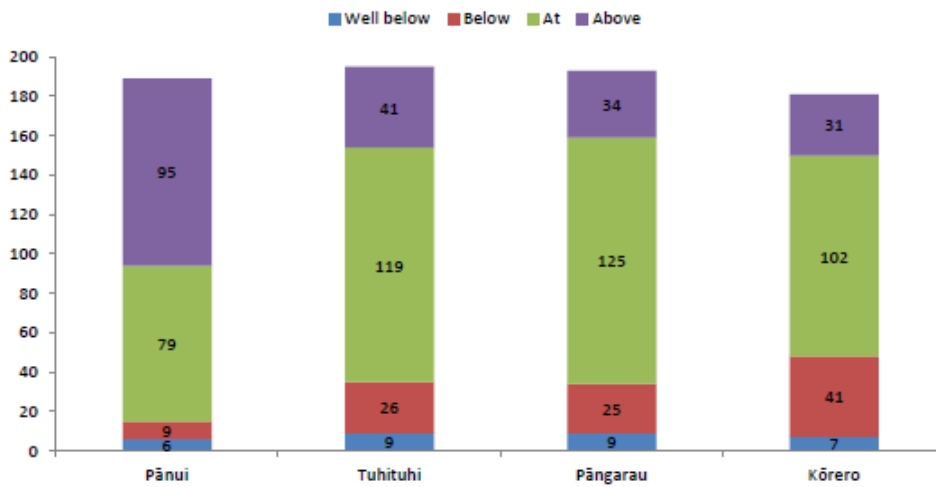
Our closer analysis of Māori student achievement identified our targets in all curriculum areas for National Standards:

National Standards 2016 - Percentage of Students by OTJ



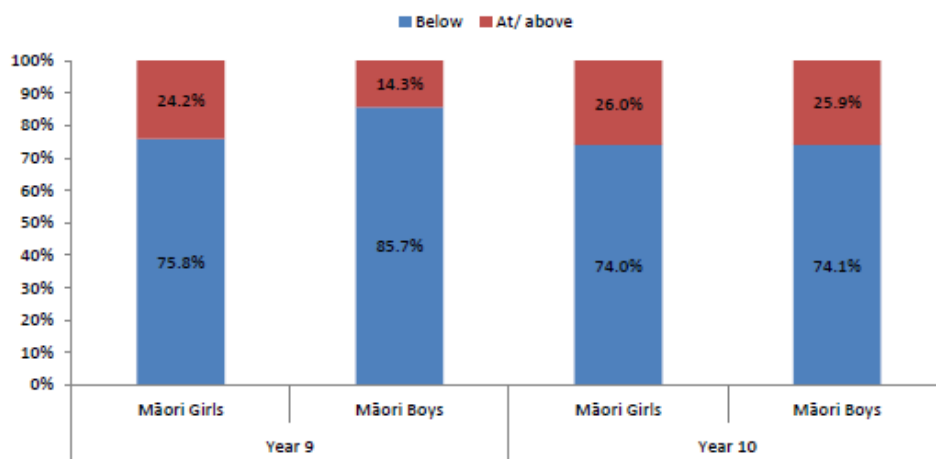
Our closer analysis of Māori student achievement identified our targets in specific areas for Ngā Whanaketanga Rumaki Māori:

Ngā Whanaketanga Rumaki Māori 2016 - Number of Students by OTJ

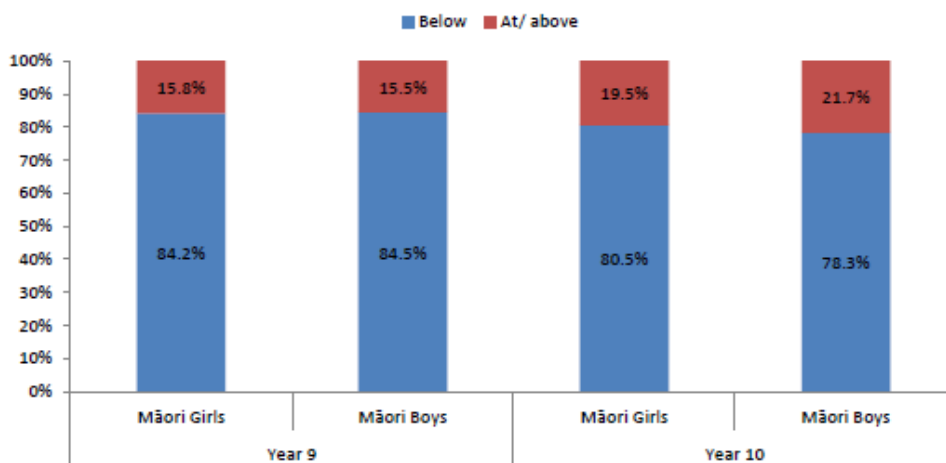


Year 9 and 10 achievement in reading and mathematics (students achieving at or above curriculum level expectations):

Reading OTJs by Percentages - 2017



Mathematics Percentages by OTJs - 2017



There is currently no data available for year 9 and 10 writing.

We have set these targets to tackle these challenges:

- 1 We aim to lift the achievement of all our **Māori girls** at or above the national standard in **reading** from 65.1% (487/748) in 2016 to 85% (656/748) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
487/748	65	524/748	70	598/748	80	656/748	85

- 2 We aim to lift the achievement of all our **Māori boys** at or above the national standard in **reading** from 52.7% (384/728) in 2016 to 75% (546 /728) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
384/728	52.7	422/728	58	495/728	68	546/728	75

- 3 We aim to lift the achievement of all our **Māori girls** at or above the national standard in **writing** from 59.7% (446/747) in 2016 to 80% (598 /747) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
446/747	59.7	486/747	65	560/747	75	598/747	80

- 4 We aim to lift the achievement of all our **Māori boys** at or above the national standard in **writing** from 42.9% (313/729) in 2016 to 65% (474/729) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
313/729	42.9	350/729	48	423/729	58	474/729	65

- 5 We aim to lift the achievement of all our **Māori girls** at or above the national standard in **mathematics** from 57.1% (430/754) in 2016 to 80% (603 /754) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
430/754	57.1	475/754	63	550/754	73	603/754	80

- 6 We aim to lift the achievement of all our **Māori boys** at or above the national standard in **mathematics** from 54.7% (394/721) in 2016 to 75% (541/721) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
394/721	54.7	433/721	60	505/721	70	541/721	75

- 7 We aim to lift the achievement of all our **year 9 and 10 Māori girls** at or above curriculum level expectations in **reading** from 25% (35/139) in 2016 to 50% (70 /139) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
35/139	25	42/139	30	56/139	40	70/139	50

- 8 We aim to lift the achievement of all our **year 9 and 10 Māori boys** at or above curriculum level expectations in **reading** from 21% (21/100) in 2016 to 50% (50 /100) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
21/100	21	30/100	30	40/100	40	50/100	50

- 9 We aim to lift the achievement of all our **year 9 and 10 Māori girls** at or above curriculum level expectations in **mathematics** from 18% (31/177) in 2016 to 45% (80 /177) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
31/177	18	44/177	25	62/177	35	80/177	45

- 10 We aim to lift the achievement of all our **year 9 and 10 Māori boys** at or above curriculum level expectations in **mathematics** from 19% (22/118) in 2016 to 50% (59/118) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
22/118	19	35/118	30	47/118	40	59/118	50

- 11 We aim to lift the achievement of all our students at or above Ngā Whanaketanga Rūmaki Māori in Kōrero from 73% (133/181) in 2016 to 95% (172/181) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
133/181	73	145/181	80	163/181	90	172/181	95

Where are our students and which ones are we targeting?

In 2016 our targeted year 1-8 students who were below/well below are in the following schools:-

Reading Years 1-8

Māori Girls	Well below	Below	Total	Māori Boys	Well below	Below	Total
<i>Aorangi</i>	4	13	47	<i>Aorangi</i>	14	17	52
<i>Kaharoa</i>	2	6	16	<i>Kaharoa</i>	8	4	20
<i>Kaitao</i>	15	47	115	<i>Kaitao</i>	14	57	110
<i>Kawaha Point</i>	13	19	98	<i>Kawaha Point</i>	12	26	104
<i>Mamaku</i>	1	13	38	<i>Mamaku</i>	1	6	20
<i>Ngongotaha</i>	2	17	92	<i>Ngongotaha</i>	4	13	67
<i>Rotorua</i>	1	9	48	<i>Rotorua</i>	12	9	57
<i>Selwyn</i>	11	34	101	<i>Selwyn</i>	19	48	108
<i>Sunset</i>	3	11	29	<i>Sunset</i>	1	16	27
<i>Western Heights</i>	20	20	164	<i>Western Heights</i>	49	14	163
Total	72	189	728	Total	134	208	728

Writing Years 1-8

Māori Girls	Well below	Below	Total	Māori Boys	Well below	Below	Total
<i>Aorangi</i>	2	17	47	<i>Aorangi</i>	16	20	52
<i>Kaharoa</i>	4	5	16	<i>Kaharoa</i>	5	7	20
<i>Kaitao</i>	13	54	115	<i>Kaitao</i>	21	58	110
<i>Kawaha Point</i>	14	29	98	<i>Kawaha Point</i>	18	45	104
<i>Mamaku</i>	1	10	88	<i>Mamaku</i>	2	12	20
<i>Ngongotaha</i>	1	25	92	<i>Ngongotaha</i>	5	24	67
<i>Rotorua</i>	10	13	48	<i>Rotorua</i>	17	14	57
<i>Selwyn</i>	20	44	101	<i>Selwyn</i>	50	36	109
<i>Sunset</i>	2	15	29	<i>Sunset</i>	3	18	27
<i>Western Heights</i>	4	18	164	<i>Western Heights</i>	18	27	163
Total	71	230	748	Total	155	262	729

Mathematics Years 1-8

Māori Girls	Well below	Below	Total	Māori Boys	Well below	Below	Total
<i>Aorangi</i>	2	18	47	<i>Aorangi</i>	14	13	52
<i>Kaharoa</i>	4	3	16	<i>Kaharoa</i>	5	5	20
<i>Kaitao</i>	14	45	115	<i>Kaitao</i>	11	52	110
<i>Kawaha Point</i>	10	37	97	<i>Kawaha Point</i>	9	36	103
<i>Mamaku</i>	3	15	38	<i>Mamaku</i>	2	9	20
<i>Ngongotaha</i>	2	22	92	<i>Ngongotaha</i>	5	13	67
<i>Rotorua</i>	11	17	56	<i>Rotorua</i>	7	16	54
<i>Selwyn</i>	13	42	100	<i>Selwyn</i>	12	45	108
<i>Sunset</i>	3	14	29	<i>Sunset</i>	1	11	27
<i>Western Heights</i>	9	40	164	<i>Western Heights</i>	16	45	160
Total	71	253	754	Total	82	245	721

9 and 10 data (2017)

Western Heights High School

Reading	Below	At/ above	Total		Below	At/above	Total
Māori Girls (Yr 9)	47	15	62	Yr 10	57	20	77
Māori Boys (Yr 9)	36	6	42	Yr 10	43	15	58
Mathematics							
Māori Girls (Yr 9)	80	15	95	Yr 10	66	16	82
Māori Boys (Yr 9)	49	9	58	Yr 10	47	13	60

The required shifts for individual schools are summarised below:

Māori Girls Years 1-8	Reading		Writing		Mathematics	
	Number	% point	Number	% point	Number	% point
<i>Aorangi</i>	10	21	10	20	11	23
<i>Kaharoa</i>	6	35	6	36	4	24
<i>Kaitao</i>	45	39	44	38	36	31
<i>Kawaha Point</i>	17	18	23	24	28	29
<i>Mamaku</i>	8	22	3	4	7	27
<i>Ngongotaha</i>	6	6	8	8	6	6
<i>Rotorua</i>	3	6	13	28	10	22
<i>Selwyn</i>	30	30	44	43	36	35
<i>Sunset</i>	10	33	11	39	11	39
<i>Western Heights</i>	16	9	-	-	16	10

Māori Boys Years 1-8	Reading		Writing		Mathematics	
	Number	% point	Number	% point	Number	% point
<i>Aorangi</i>	18	35	18	34	14	27
<i>Kaharoa</i>	7	45	5	25	5	25
<i>Kaitao</i>	44	40	41	37	36	32
<i>Kawaha Point</i>	12	12	28	27	20	19
<i>Mamaku</i>	2	20	7	35	6	30
<i>Ngongotaha</i>	-	-	6	8	1	2
<i>Rotorua</i>	7	12	6	11	12	21
<i>Selwyn</i>	40	37	48	44	30	28
<i>Sunset</i>	10	38	12	43	5	19
<i>Western Heights</i>	22	14	-	-	23	14

Māori Girls Years 9-10	Reading		Mathematics	
	Number	% point	Number	% point
<i>WHHS</i>	83	60	111	62

Māori Boys Years 9-10	Reading		Mathematics	
	Number	% point	Number	% point
<i>WHHS</i>	54	54	64	56

Kōrero (NWRM 2016)

	Manawa Āki	Manawa Taki	Manawa Ora	Manawa Toa	Total
<i>Ngongotaha</i>	0	3	29	6	38
<i>Rotorua</i>	6	34	28	11	79
<i>Selwyn</i>	1	2	24	12	39
<i>Sunset</i>	0	2	21	2	25
TOTAL	7	41	102	31	181

A key first step we need to take together is to ensure the *validity and reliability* of our data through moderation.

NCEA/ Retention data

In 2015 135/179 (75.4%) Māori school leavers stayed until at least their 17th birthday
167/202 (82.7%) Pākehā school leavers stayed until at least their 17th birthday

In 2016 118/141 (83.6%) Māori students achieved L2 NCEA
120/127 (94.4%) Pākehā students achieved L2 NCEA

We know that completion of upper secondary education is associated with a range of economic and social benefits for our students. Retention to senior secondary schooling is linked to higher levels of skills and knowledge required for participation in our increasingly knowledge-based society and the wider global community as well as the exciting economic future for the Rotorua district. Ensuring our students stay at school to complete the minimum of a NCEA Level 2 qualification provides a strong foundation for post secondary education and training. We also know that the risk of unemployment for those with no school qualifications or only Year 11 qualifications is higher than for those with Year 12 or Year 13 qualifications. The positive effect of each additional year of schooling on incomes has been estimated to range from 5 to 10%.

Percentage of school leavers staying at school until at least their 17th birthday (2013-2015)

Ethnic group	Gender	17 year-old leavers			Total leavers			Percentage staying until at least 17 years-old		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
Māori	Female	45	61	70	61	83	92	73.8	73.5	76.1
Māori	Male	50	46	65	94	82	87	53.2	56.1	74.7
Māori	Total	95	107	135	155	165	179	61.3	64.8	75.4
European/Pākehā	Female	61	71	89	67	75	105	91.0	94.7	84.8
European/Pākehā	Male	76	70	78	110	91	97	69.1	76.9	80.4
European/Pākehā	Total	137	141	167	177	166	202	77.4	84.9	82.7

Targets :

- 1 We aim to reduce the disparity between Māori and Non-Māori student achievement of NCEA Level 2

- 2 We aim to reduce the disparity between the retention to age 17 of Māori and Non-Māori students.

NCEA Level 2: Māori students

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
118/141	83.6%	124/141	88	130/141	92	134/141	95

Retention to Age 17: Māori students

Current State 2015		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
135/179	75.4%	140/179	78	145/179	81	152/179	85

What's our plan of action?

- Strengthen goal setting with senior students and their whānau
- Focus on culturally responsive and relational pedagogy to ensure students are supported and confident in pursuing their aspirations
- Explore timetable adaptation to allow more flexible pathways in the secondary/tertiary interface
- Undertake a curriculum review years 9-13 to consider if our curriculum is meeting the future needs and pathways for our students (links to Science and Mathematics achievement challenges)
- Strengthen the monitoring of junior student engagement and achievement through implementing a junior certificate
- Explore tertiary engagement for all schools in the Kāhui Ako
- Challenge tertiary providers to specifically focus on Māori student pathways

2. Achievement of students requiring Learning Support

Definition:-

All children and young people who for various reasons struggle to reach their age appropriate curriculum level and therefore need additional support to develop, learn and achieve.

Who are our students?

- ORS students
- Students functioning 2 or more years below expectation (globally low)
- Students who have involvement with outside agencies eg CYFS, ICAMHS, Truancy Services, RTLB, IWS, ED Psychologist etc
- Children beginning school at risk of not achieving as identified from early data

Target: We have identified 942 students in our community who fall into these categories. Currently 340 (36%) have a Personalised Pathway Plan (PPP).

By the end of 2018 we want to ensure that all students have a Personalised Pathway Plan which clearly identifies:

- A clear indication of where the student is now
- The learning goal of the individual student
- Clear timeline for progress
- Support personnel and their role identified – this may be SENCO, form tutor, RTLB, therapist, class teacher etc.
- Clear and challenging targets which may include NS and NCEA targets as appropriate
- Role of the whanau

School/Kura	ORS	Globally Low	Other Agency Involvement	At Risk when starting school
<i>Aorangi</i>	1 (0)	17 (1)	13 (2)	10 (0)
<i>Kaharoa</i>	1 (1)	12 (0)	13 (2)	2 (0)
<i>Kaitao</i>	5 (5)	42 (42)	34 (0)	0 (0)
<i>Kawaha Point</i>	6 (6)	8 (0)	13 (8)	0 (0)
<i>Kea St</i>	73 (73)	0 (0)	62 (62)*	0 (0)
<i>Mamaku</i>	3 (2)	20 (5)	14 (2)	3 (0)
<i>Ngongotaha</i>	3 (3)	13 (13)	24 (15)	13 (4)
<i>Rotorua</i>	0 (0)	12 (6)	6 (0)	0 (0)
<i>Selwyn</i>	2 (2)	111 (23)	17 (17)	55 (7)
<i>Sunset</i>	2 (2)	14 (13)	3 (1)	9 (6)
<i>Western Heights High School</i>	27 (27)	60 (30)	100 (20)	0 (0)
<i>Western Heights</i>	6 (2)	146 (0)	68 (0)	41 (0)
TOTAL	129 (123)	455 (133)	225 (67)	133 (17)

Note: (number with IEP); *These students are counted only once in the ORS numbers

Plan of Action

- All schools within the Kāhui Ako to identify their cohort within these categories
- Named personnel within each school with responsibility for the coordination of the schools learning support
- Use a centralised system with staff names , breakdown of number of students within each category along with their year group, gender, ethnicity, school and support personnel involved
- For each identified student to have a high quality PPP
- Training for staff on writing IEPs to ensure consistency across the Kāhui Ako
- Procedure in place for transition across schools
- Procedure to be developed and put in place to identify and follow a pathway when more intensive interaction is required
- PD can then be targeted identified for the highest needs within the Kāhui Ako
- Discuss the role of the RTLB
- Training by MOE on Intensive Wrap Around Service
- School referral process for early identification
- Across school testing for new students (within their first few weeks)
- Develop targeted support for high risk students
- Develop consistent understandings of low to moderate and high to moderate behaviour needs (use PB4L behaviour tier) across all schools so that we are consistent in our responses
- Develop our partnership with Early Learning
- Explore the Mutukaroa model of whānau engagement to support the PPP
- Use Reading Together Kāhui Ako wide to support whānau engagement generally.

Monitoring Progress

- Through the PPP
- Parental/whanau participation and attendance at IEP meetings
- Through internal school testing and behaviour records
- Attendance
- Specialist reports
- Through numbers on centralised system
- Target setting, ensure all targets are SMART

3. Science

To lift the participation and achievement of all our students (years 1-13) in science.

Why do we need to take on this challenge?

Some current practices are not reflective 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 as well as secondary when we consider potential opportunities in our rohe:

Employment by level of qualification and field of study 2016

2016 <input type="button" value="Update"/>					
Field of study	Certificate (level 1-3)	Certificate (level 4)	Diploma (level 5-6)	Degree (level 7+)	Total
<i>Number</i>					
Natural and Physical Sciences	531	134	259	673	1,598
Information Technology	490	54	121	328	993
Engineering and Related Technologies	2,422	1,965	668	1,169	6,224
Architecture and Building	806	881	215	312	2,214
Agriculture, Environmental and Related Studies	1,034	566	101	272	1,974
Health	969	236	410	1,737	3,352
Education	677	122	194	1,718	2,711
Management and Commerce	2,771	584	1,023	1,941	6,319
Society and Culture	1,715	340	636	1,611	4,303
Creative Arts	863	182	208	597	1,850
Food, Hospitality and Personal Services	1,048	638	241	118	2,044
Totals	13,326	5,702	4,077	10,477	33,582

Rotorua District Infometric LTD data 2016

Science also provides authentic learning opportunities for evidence of reading, writing and mathematics learning to be gathered.

- Student engagement
- New tool for science – NZCER for primary
- Engage boys into writing through science
- Neglected curriculum area
- Leads to inquiry focus – thinking focus
- Fun – activities – local resources
- Retention of Māori students in senior science is of concern at senior secondary – STEM subjects

We have considered a range of data provided by our secondary school and want to together explore how we can strengthen the delivery of this curriculum area in both English and Māori medium settings in years 1-13.

Western Height High School Science Data

2016 Class	Total Students	Māori Students	≥ 16 Credits Māori
11CIES	23	2	X
11SCIX	129	44	22
11SCIE	111	75	41
12BIOL	55	18	8
12CHEM	55	15	7
12PHYS	66	23	10
12EAAS	26	12	X
12SCIE	18	8	X
13BIOL	54	12	6
13CHEM	46	10	X
13PHYS	39	5	X
13EAAS	14	6	X
13SCIE	7	4	X

X=Data has been redacted

Year 11

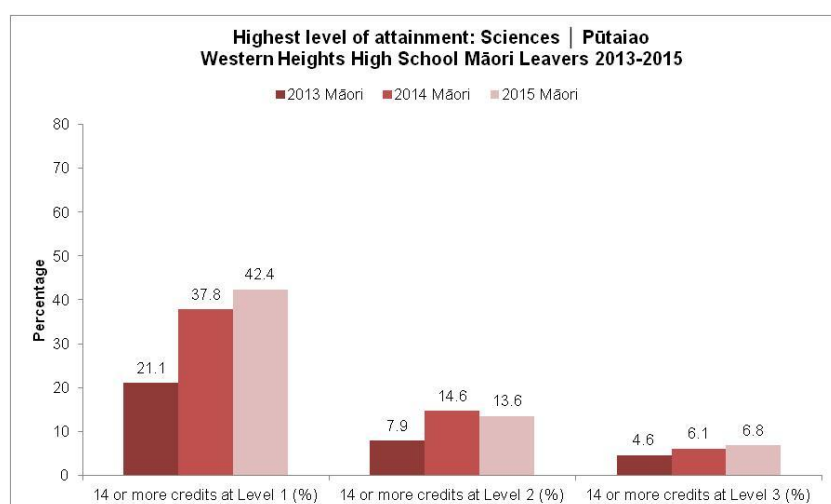
- There are two Māori students who were in the top Year 11 class (11CIES). *[Redacted text]*.
- $\frac{1}{3}$ of the students in the middle science band were Māori, $\frac{1}{2}$ of these students passed.
- The majority of the students in the lower band were Māori, $\frac{1}{2}$ of these students passed.

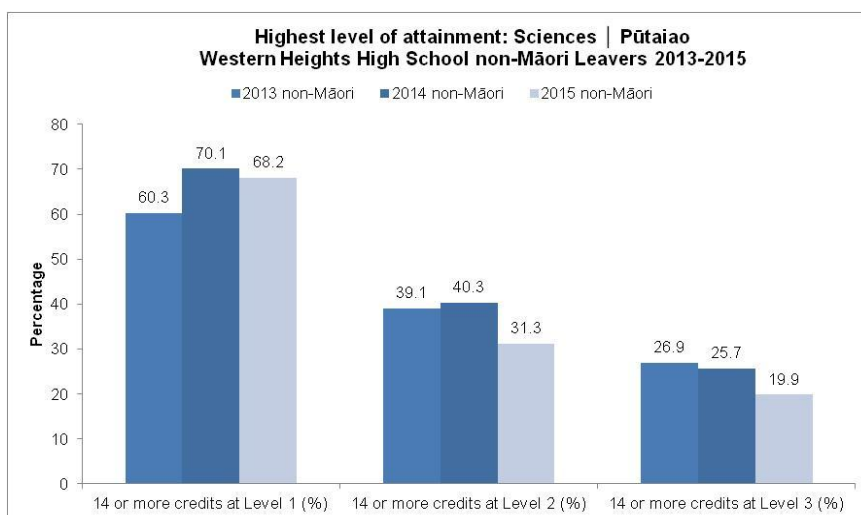
Year 12

- Only $\frac{1}{3}$ of the students in the traditional sciences were Māori students. Pass-rates were again around 50%.
- The two lower classes (12SCIE and 12EAAS) consisted of approximately 50% Māori students. *[Redacted text]*.

Year 13

- Only a quarter of the students in the traditional sciences were Māori students ($\frac{1}{4}$ in Physics). *[Redacted text]*.
- The two lower classes (13SCIE and 13EAAS) consisted of approximately 50% Māori students. *[Redacted text]*.





Targets: In the short term we aim to raise the NCEA Level 2 engagement and achievement of Māori students in the sciences so that outcomes are equitable to outcomes for non Māori students

Current State 2015		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori students at or above	
No	%	No	%	No	%	No	%
24/175	13.60%	32/175	18	44/175	25	56/175	32

What is our plan of action?

- Create a science focussed mentoring programme so students at all levels are able to see science as a career pathway through exploring the place of science in our community
- Build teacher knowledge and confidence in the nature of Science
- Build community participation using our local knowledge and history to develop a localized science curriculum
- Work with outside providers – Science Fair, EPro8 Challenge, Canopy Tours to grow student participation in authentic science learning contexts and activities
- Share PLD across our schools, building on opportunities and resources provided by the House of Science, funded through Ngā Pumanawa e Waru
- Encourage science learning opportunities for teachers offered through the NZ Royal Fellowship

How will we monitor our progress against these targets?

- Establish a way to track achievement and progress in science years 1-10.
- Year 11 – build better retention and achievement of students in the sciences through year 12 and 13.