



Okaihau College Annual Report 2016

**Alan Forgie
Principal**

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Ko te manu e kai i te miro, nona te ngahere. Ko te manu e kai i te matauranga, nona te ao

Description

Okaihau College was established in 1971. We are a rural, co-educational, Year 7 to Year 13 school situated in the township of Okaihau. Over 85% of the students travel to school by bus.

The current roll is 472 with 72% identifying as Maori, 24% NZ European and 4% Pasifika.

A significant number of our students are from out-of-zone, principally Kaikohe. The traditional school boundary extends from Mangamuka Bridge in the North, to Motukiore in the West, Ohaeawai in the South and Waimate in the East.

Staffing includes 35 teachers and 22 support staff.

Principal: Mr Alan Forgie

Deputy Principals: Mr Thomas Davison and Mrs Karen Campbell

Mission

Harmony, Truth and Effort is the school Mission Statement worn with pride as the school motto and lived within the school community.

Vision

Every child succeeds	Ka whiwhi ia tamaiti te taumata
Every whanau celebrates	Ka whakanuia e ia whanau
Every community strengthens	Ka whakakahatia ia hapori

Principles

The teaching and learning at Okaihau College will be underpinned and consistent with the intent of the principles outlined in the New Zealand Curriculum document 2007.

Values

Respect	Manaaki
Integrity	Pono
Excellence	Kairangi
Equity	Tika

Okaihau College and community believe in these core values and strive to have them encouraged, modelled and explored in the daily interactions of the school community.

Key Competencies

Okaihau College students will be supported to develop the key competencies.

Recognising New Zealand's Cultural Diversity:

Okaihau College recognises the importance of New Zealand's cultural diversity and the unique position of Maori culture. The board demonstrates its recognition of New Zealand's cultural diversity through:

- Consultation with our Maori community on charter development
- Reflecting the unique place of Maori within our policy documentation and curriculum statements
- The continuing development of policies and practices that reflect New Zealand's cultural diversity
- Providing all students with experiences and understandings in cultural traditions, language and local history.

Strategic Priorities

GOAL 1:

To raise levels of all students' achievement with a specific focus on numeracy and literacy.

GOAL 2:

Improved outcomes for Maori students.

GOAL 3:

Identify and plan to raise levels of achievement for students who are not achieving or are at risk of not achieving and those with special needs, including gifted and talented.

GOAL 4:

To provide career education and guidance for all students in Year 7 and above with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education / training.

Regular Priorities

GOAL 5:

To deliver a curriculum in line with the intent of the New Zealand Curriculum.

GOAL 6:

To deliver quality teaching at Okaihau College with an emphasis on advancing the use of digital technology for learning.

Emergent Priorities

GOAL 7:

To improve academic and social outcomes for boys.

GOAL 8:

To increase community engagement.

GOAL 9:

Identifying Pasifika as a group.

Plan for improved outcomes for Pasifika students.

GOAL 1:

To raise levels of all students' achievement with a specific focus on numeracy and literacy.

Objective	Action Plan
<p>1.1 To provide appropriate programmes of learning in order to raise levels of numeracy and literacy for all students.</p>	<ul style="list-style-type: none"> • Continue use of AsTTle and STAR testing as part of the assessment process to provide numeracy and literacy data for Year 7 – Year 10 students. • Continue with the extension literacy programme for Year 7 – Year 9 students. • Reinforce literacy extension program. • Extend numeracy project.
<p>1.2 To raise achievement in NCEA.</p>	<ul style="list-style-type: none"> • To analyse the progress of our students from NCEA Level 1 through to NCEA Level 3. • To set a standard to be reached for Year 11 NCEA students in literacy and numeracy. • Teaching staff, students and community to be advised of desired standards of achievement for NCEA.
<p>1.3 To celebrate students' achievements.</p>	<ul style="list-style-type: none"> • Continue positive recognition at year level assemblies and celebration assemblies.

GOAL 2: Improved outcomes for Maori students.

Objective	Action Plan
2.1 To raise Maori students' achievement at all levels	<ul style="list-style-type: none">• To analyse data from students' achievement in NCEA to inform practise.
2.2 To increase the effectiveness of teaching and learning for Maori students.	Integrate the best evidence of what works for and with Maori students through co-construction meetings.
2.3 To recognise the link between attendance and achievement for Maori students.	<ul style="list-style-type: none">• To analyse attendance of Maori students.• To have 85% attendance or better for all Maori students.• To continue involvement with Rock On.• To continue early intervention for non-attendance.

GOAL 3: To identify and plan to raise levels of achievement for students who are not achieving or are at risk of not achieving and those with special needs, including gifted and talented.

Objective	Action Plan
3.1 To identify and plan for students who are at risk of not achieving	<ul style="list-style-type: none">• Gather and analyse baseline data through robust assessment practises.• Provide additional support programmes for identified students in extension literacy programme at Years 7 and 8.• Provide support for identified students at Year 9 to integrated option class in literacy extension.• Review above programmes to align with National Standards.• Annual reporting of achievement data for future planning.• ART extended.

<p>3.2 To identify and plan for students who have special needs.</p>	<ul style="list-style-type: none"> • Continue an inclusive approach with appropriate supports. • Students identified through ORS verifying process, SLT (Speech Language Therapist) or ACC. • Establish and foster honest, open partnerships with family / whanau. • Establish and foster honest, relationships / consultation processes with outside agencies.
<p>3.3 To identify and plan for our gifted and talented students.</p>	<ul style="list-style-type: none"> • Assist with the incorporation of thinking skills into all curriculum areas. • Develop and consult with Maori the concept of Gifted and Talented.

GOAL 4: To provide career education for all students in Year 7 and above with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education / training.

Objective	Action Plan
<p>4.1 To endeavour to provide career education for all students in Year 7 and above.</p>	<ul style="list-style-type: none"> • To endeavour to provide regular professional development for staff to assist with their integration of career education into curriculum areas. • To assist with resourcing of career education in curriculum areas.
<p>4.2 To provide career education for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education / training.</p>	<ul style="list-style-type: none"> • To monitor student achievement data to identify students who may be at risk of leaving school unprepared for transition to the workplace or further education and training. • To provide timely intervention with student decision making for careers.

GOAL 5: To deliver a curriculum in line with the intent of the New Zealand Curriculum.

Objective	Action Plan
<p>5.1 To create an Okaihau College curriculum within the context of the New Zealand Curriculum which is responsive to the needs of our students and community.</p>	<ul style="list-style-type: none"> • To understand the needs of our students and community in relation to the New Zealand Curriculum through consultation • To continue community engagement to endorse the alignment of the New Zealand Curriculum at Okaihau College. • To continue to review current practise and align with the intent of the New Zealand Curriculum.

GOAL 6: To deliver quality teaching at Okaihau College.

Objective	Action Plan
<p>6.1 To deliver quality teaching at Okaihau College.</p>	<ul style="list-style-type: none"> • Prioritise aspects of quality teaching for future development. • Implement prioritised aspects. • On-going support and guidance through PB4L. • Review through annual appraisal system. • Review and revise appraisal system as per Educanz guidelines.

GOAL 7: To improve academic and social outcomes for boys.

Objective	Action Plan
<p>7.1 To improve academic outcomes for boys.</p>	<ul style="list-style-type: none"> • Identify potential academic student leaders. • Celebrate achievement at all levels.

<p>7.2 To improve social outcomes for boys.</p>	<ul style="list-style-type: none"> • Identify the social needs of boys. • Provide positive social opportunities. • Provide and promote opportunities for leadership. • Engage positive role models from the community. • Use of tuakana / teina within the school community.
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GOAL 8: To increase community engagement.

Objective	Action Plan
<p>8.1 To provide systems and communication processes to enable strong and a mutually supportive community / school relationship.</p>	<ul style="list-style-type: none"> • Review current community consultation processes. • Identify strengths and weaknesses of the current practises. • Review reporting to parents/whanau in plain language about students' progress and achievement in relation to the National Standards at least twice a year.
<p>8.2 To foster positive relationships with contributing schools and communities.</p>	<ul style="list-style-type: none"> • Plan to build active links with schools, communities including our Maori communities. • Consult with our local community including Maori and Pacifica.

**GOAL 9: Identifying Pasifika as a group.
Plan for improved outcomes for Pasifika students.**

Objective	Action Plan
<p>9.1 To identify Pasifika students at Okaihau College.</p>	<ul style="list-style-type: none"> • Identification through KAMAR enrolment of Pasifika students. • Monitor Pasifika student numbers.

Okaihau College Annual Plan 2017

No.	AREA FOR IMPROVEMENT	TARGET	MEASURE	RESULT/COMMENT
1	Student Achievement	Continue to refine reports for Years 7 and 8 for clarity for parents /caregivers.	Parent/caregiver reaction as gauged at Report Evenings.	
		70% of Year 8 students attain at or above the National Standards for reading Writing: aim for 60% Numeracy: aim for 50%.	Standardized tests Term 4 plus OTJs. Standardized tests during the year including Term 4. Measure value added in both 7 and 8.	
		Collect data on number of students achieving certificate endorsements and subject endorsements. 90% percent of Level 1 students to achieve Literacy. 85%of Level 1 students to achieve Numeracy.	Compare with 2016 Achieved (over achieved) in 2016 for both.	
2	Outcomes for Maori	Maintain attendance rate for Maori students at minimum of 85%.	Statistics term by term.	

3	Special Needs	Develop assessment techniques that are a reflection of authentic activities.	Continue Learning Wall and portfolios in Rangimarie.	
		Develop Modern Learning Environments inside and outside for students with Special Needs.	Refine Sensory Garden environment. Continue 'sensory path' to Gym.	
4	Careers and Guidance	Provide timely intervention with student decision making for careers.	Every Year 10-13 is familiar with the opportunities available. Trades Academies.	
5	Curriculum	Revisit New Curriculum values again on a school wide basis.	Through department and individual planning. Evidence needed in department schemes and classrooms.	
		Ensure NCEA curricula adapted to meet the needs of all students.	Evidence that both ends of the 'learning landscape' are being catered for.	
6	Professional Development	Focus on learn https://tinyurl. Introduce PB4L. Review and revise appraisal system as per Educanz guidelines.	Google capability. Continue Thursday PD. Training for a team then whole school.	
7	Boys' Education	Better cater for variety of abilities in 'core' subjects.	Boys' literacy and numeracy results at Level 1 NCEA	

			kept at current high levels.	
8	Community Engagement	Continue to provide informal opportunities (lunches/breakfasts) as well as formal report evenings for whanau.	Monitor numbers attending powhiri, etc.	
9	Identify Pasifika as a group	Monitor Pasifika student numbers.	Identification through KAMAR enrolment.	

Okaihau College Analysis of Variance for 2016

No.	AREA FOR IMPROVEMENT	TARGET	MEASURE	RESULT/COMMENT
1	Student Achievement	Continue to refine reports for Years 7 and 8 for clarity for parents /caregivers.	Parent/caregiver reaction as gauged at Report Evenings. Clarity in terms used such as 'levels' in Literacy compared with Numeracy.	Anecdotal evidence that parents use report information to discuss their child with teachers at Report Evenings.
		65% of Year 8 students attain at or above the National Standards for reading Writing: aim for 50% Numeracy: aim for 50%.	Standardized tests Term 4 plus OTJs. Standardized tests during the year including Term 4. Measure value added in both 7 and 8.	Reading 89% Writing 77% Numeracy 18%

		<p>Collect data on number of students achieving certificate endorsements and subject endorsements.</p> <p>90% percent of Level 1 students to achieve Literacy.</p> <p>85%of Level 1 students to achieve Numeracy.</p>	<p>Compare with 2015.</p> <p>Achieved in 2015 for both.</p>	<p>Excellence (%)</p> <table> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>9.3</td> <td>5</td> </tr> <tr> <td>Level 2</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Merit</p> <table> <tbody> <tr> <td>Level 1</td> <td>37.2</td> <td>18</td> </tr> <tr> <td>Level 2</td> <td>17.3</td> <td>7</td> </tr> <tr> <td>Level 3</td> <td>36.8</td> <td>3</td> </tr> </tbody> </table> <p>2016</p> <p>Literacy 100%</p> <p>Numeracy 93%</p>		2015	2016	Level 1	9.3	5	Level 2	0	2	Level 1	37.2	18	Level 2	17.3	7	Level 3	36.8	3
	2015	2016																				
Level 1	9.3	5																				
Level 2	0	2																				
Level 1	37.2	18																				
Level 2	17.3	7																				
Level 3	36.8	3																				
2	Outcomes for Maori	<p>Revive Te Kotahitanga methodology with emphasis on seniors.</p>	<p>Aim for co-construction meetings Term 3. Minutes. Create time for DVS to work on BOS.</p>	<p>Staffing changes made this impossible.</p> <p>PB4L introduced.</p>																		
		<p>Maintain attendance rate for Maori students at minimum of 85%.</p>	<p>Statistics term by term.</p>	<p>2016</p> <p>Maori 86% Whole school 87%</p>																		

3	Special Needs	Develop assessment techniques that are a reflection of authentic activities.	Continue Learning Wall and portfolios in Rangimarie.	Has continued.
		Develop Modern Learning Environments inside and outside for students with Special Needs.	Refine Sensory Garden environment. Establish individualized learning spaces in Rangimarie.	New sensory 'trail' completed Excellent use of small spaces.
4	Careers and Guidance	Provide timely intervention with student decision making for careers.	Every Year 10-13 is familiar with the opportunities available in the tertiary education and employment environment.	Work in progress. More on-line resources available.
5	Curriculum	Revisit New Curriculum values again on a school wide basis.	Through department and individual planning. Evidence needed in department schemes and classrooms.	In schemes.
		Ensure NCEA curricula adapted to meet the needs of all students.	Evidence that both ends of 'learning landscape' are being catered for.	Level 1 Science field trip a good example. 'Streaming' in Mathematics also has movement between classes.

6		Focus on learning with electronic 'devices'.	'Google capability. Variety of devices made available to staff.	High attendance at regular Thursday PD. COWs available around school – each has 14 tablets.
7	Boys' Education	Year 11 – single sex plus 2 combined classes for English. Better cater for variety of abilities in 'core' subjects.	Boys' literacy and numeracy results at Level 1 NCEA kept at current high levels.	See number 1.
8	Community Engagement	Continue to provide informal opportunities (lunches/breakfasts) as well as formal report evenings for whanau.	Monitor numbers attending powhiri, etc.	Steady growth in attendance at powhiri. Lunches well attended by whanau.
9	Property	Continue to implement 5YA and 10PP as approved in 2013.	Revamp Art area.	Done. New 5YA and 10PP in 2017.

Reporting commentary on students in years 1 to 8 that use *The New Zealand Curriculum*.

Date: 3/2017

School name: Okaihau College

School number: 007

NAG2A (b)(i) Areas of strength

National Standard subjects: Reading

Discussion: General weakness throughout the Year 7 cohort. However, growth has been recorded since initial testing at the start of the year. Majority of cohort below the standard. Over two years, 2015 to 2016, cohort growth shows programmes working and majority of students at or above standard (89%).

NAG2A (b)(i) Areas for improvement

National Standard subjects: Reading

Discussion: Reading data shows improvement between start and end of the year. A programme targeting the reading requirements of boys showed some initial increases. Focus to be maintained for 2017.

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion: Reading data shows improvement between start and end of the year. A programme targeting the reading requirements of boys showed some initial increases. Focus to be maintained for 2017.

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion: Targeted classroom teaching on specific skills. E-AsTTle used as a basis for collecting next step data for classroom teachers for Year 7s. End of year data for Year 7s 2015 used for Year 8 goal setting in 2016. Targeted interventions via literacy programme, whanau involvement through reporting, and interventions such as boys' literacy programme

NAG2A (b) (iv) Progress Statement

Discussion: Overall, across the two years of the Year 8 cohort 2015, there has been a significant improvement in reading, with only 11% below the standard. This is significantly higher than goals set in the annual plan. Continued targeted focus on at-risk students will continue.

Reporting commentary on students in years 1 to 8 that use *The New Zealand Curriculum*.

Date: March 2017

School name: Okaihau College

School number:007

NAG2A (b)(i) Areas of strength

National Standard subjects: Writing

Discussion: General weakness throughout the Year 7 (2015) cohort. However, growth has been recorded since initial testing at the start of the year. Majority of Year 7 (2015) cohort below the standard. Over two years, 2015 to 2016, cohort growth shows programmes working and majority of students at or above standard (77%).

NAG2A (b)(i) Areas for improvement

National Standard subjects:

Discussion: Reading data shows improvement between start and end of the year. A programme targeting the reading requirements of boys showed some initial increases. Focus to be maintained for 2017.

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion: Reading data shows improvement between start and end of the year. A programme targeting the reading requirements of boys showed some initial increases. Focus to be maintained for 2017.

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion: Targeted classroom teaching on specific skills. E-asTTle used as a basis for collecting next step data for classroom teachers for Year 7s. End of year data for Year 7s 2015 used for Year 8 goal setting in 2016. Targeted interventions via literacy programme, whanau involvement through reporting, and interventions such as boys' literacy programme.

NAG2A (b) (iv) Progress Statement

Discussion: Overall, across the two years of the Year 8 cohort 2016, there has been a significant improvement in writing, with only 22% below the standard. This is significantly higher than goals set in the annual plan. Continued targeted focus on at-risk students will continue.

2016 National Standards Reporting

Writing	below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All Students	8	6.40%	37	29.60%	66	52.80%	14	11.20%	125
Maori	8	10.40%	18	23.40%	45	58.40%	6	7.80%	77
Pasifika					1	100.00%			1
Asian			2	66.70%	1	33.30%			3
European/Pakeha/Other European			17	38.60%	19	43.20%	8	18.20%	44
All other ethnicities									
Male	8	13.80%	29	50.00%	19	32.80%	2	3.40%	58
Female			8	11.90%	47	70.10%	12	17.90%	67
Writing	below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7	2	3.10%	13	20.00%	42	64.60%	8	12.30%	65
End of Year 8	6	10.00%	24	40.00%	24	40.00%	6	10.00%	60

2016 National Standards Reporting

Date: 1/3/2017

Number: 7

Name: Okaihau College

Reading	Well below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
All Students	7	5.60%	25	20.00%	75	60.00%	18	14.40%	125
Maori	5	6.50%	19	24.70%	44	57.10%	9	11.70%	77
Pasifika					1	100.00%			1
Asian					3	100.00%			3
European/Pakeha/Other European	2	4.50%	6	13.60%	27	61.40%	9	20.50%	44
All other ethnicities									
Male	6	10.30%	18	31.00%	28	48.30%	6	10.30%	58
Female	1	1.50%	7	10.40%	47	70.10%	12	17.90%	67

Reading	below		Below		At		Above		Total Number
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	
After 1 year at school									
After 2 years at school									
After 3 years at school									
End of Year 4									
End of Year 5									
End of Year 6									
End of Year 7			9	13.80%	47	72.30%	9	13.80%	65
End of Year 8	7	11.70%	16	26.70%	28	46.70%	9	15.00%	60

Date: 20/3/2017	
School name: Okaihau College	School number: 7
NAG2A (b)(i) Areas of strength	
National Standard subjects: Maths	
Discussion: There is general weakness throughout the Year 7 cohort, with 88.5% of the Year 7 group below or well below expectations. However growth is occurring since the initial data beginning of year was collected. The overall Maths scheme has been redesigned to help target the key areas of weakness across both Years 7 and 8 with a 2 year curriculum plan for this group.	
NAG2A (b)(i) Areas for improvement	
National Standard subjects: Maths	
Discussion: Basic numeracy skills need constant reinforcement. Longer time spent developing knowledge in each area rather than skimming through quickly a focus	
NAG2A (b)(ii) Basis for identifying areas for improvement	
Discussion: OTJ's based on asTTle, IKAN, LOMAS and common in school assessment.	
NAG2A (b)(iii) Planned actions for lifting achievement	
Discussion: Targeted classroom teaching focusing on specific skills. Better use of assessment data to inform teaching and learning practices. Targeted intervention programs for some students, with extra teachers assisting in classes for others.	
NAG2A (b) (iv) Progress Statement	
Discussion: Student progress is beginning to show through observations in class and in student reflections. Student progress will continue to be closely monitored with both formally and informally, with an assessment for learning snapshot due in the next couple of weeks to further back current teacher judgments. Ongoing teacher professional development is also ongoing.	

Date:	6/3/2017
Number:	7
Name:	Okaihau College

Maths	Well below		Below		At		Above		Total
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	100	65.8%	30	19.7%	17	11.2%	5	3.3%	152
Māori	74	69.2%	22	20.6%	8	7.5%	3	2.8%	107
Pasifika	1	1.0%	1	50.0%					2
Asian	1	50.0%					1	50.0%	2
European/Pākehā/Other European	22	56.4%	7	17.9%	9	23.1%	1	2.6%	39
Male	43	66.2%	12	18.5%	7	10.8%	3	4.6%	65
Female	57	65.5%	18	20.7%	10	11.5%	2	2.3%	87
