



Blue Mountain College

Report to the Maori Community 2021



Report to the Maori Community of Blue Mountain College

Preamble

In 2021 there were between 30 and 32 students enrolled at the school who were identified as Maori. This represented approximately 13 - 14% of the total roll. These students identified with a range of iwi from broad geographic locations.

Year	Number
7	4
8	3
9	6
10	8
11	6
12	1
13	3

Opportunities

Introductory Te Reo Maori courses are taught at Years 7 & 8. The courses have been developed with input from advisors and resources provided nationally, including on Te Kete Ipurangi and through the Hokonui Runanga (Nga Tahu) over time. It has been wonderful to have the support of our Maori Community representative on the Board of Trustees, Whaea Kelly and we have also been blessed with huge support from Whaea Jaki thanks to the good offices of Central Otago REAP, Matua Hemi and Whaea Ashlee, all of whom are also parents or soon to be parents of the College. Unfortunately we lost our teacher with specialist skills in this area, part-way through the year but Matua Sam stepped into the breach in Term 4, once he knew he was going to be taking on this role in 2022. Students beyond Year 8 are able to study Te Reo either through Te Kura or netNZ. As part of the latter, we have a partnership with the FarNet cluster to offer online support for Te Kura or school-based Te Reo programmes, as well as stand-alone distance courses.

Regular singing of waiata at school assemblies continues and this has given an opportunity for leadership for our Year 13 students to develop confidence in engaging the whole school body and building up a repertoire for communal singing and potential use on special occasions. Some fantastic work was done by the junior and middle school students during Arts Week including on the planters we procured from the Gore District Council.

Kapahaka

Kapa Haka is in very good heart with excellent leadership from our senior students, and in particular our Head Boy. Participation has grown and we have set aside school time to ensure those who have previously been torn between commitments are able to attend. All age groups from year 7-13 are represented. Thanks to the thrifty mahi of Whaea Jaki and her team of seamstresses we now have uniforms for the whole group and Whaea Ashlee used her artistic gifts to create a logo which can be used by all the schools in our Kahui Ako, giving us a cohesive look with room to include separate colourways. The Kapa Haka group presented a range of items in various configurations for the Performing Arts Festival and opened the public Pot Pourri Concert in fine style. We were also involved in the Freeze Ya Bits Off busking competition in combination with Tapanui School, where we took out second place. Tikanga played a major part in the 2021 Senior Prizegiving which was livestreamed due to COVID-19 restrictions.



Engagement with school and specific support for Maori students

Overall, we do not consider there are any significant differences in terms of our key engagement measures (attendance and discipline) between Maori students and the whole student body. We deal with these matters for all students via our pastoral networks which are built around our Form Classes and also involve the Deans, Senior Staff, Counsellor, Youth Advisors and the Health Nurse (depending on the issues and needs).

These are available to all students. In addition, we maintain strong links with support agencies within both the education sector and our wider community. These have included: the RTLB service, GSE, ESSES, Hokonui Runanga, Te Iho Awhi Rito, Oranga Tamariki, Youth Aide, Strengthening Families, Gore and Districts Community Youth Worker Trust, Adventure Development, Gore Mental Health, Otago/Southland Health, Youth Service and MALCAM Trust Youth Worker.

Attendance

Absence largely falls into two groups – explained (this is where we have some parental contact, or other information, to say why the student is absent – it is not necessarily the same as justified) and unexplained which is where we have no contact. We monitor attendance daily and the Finance Manager phones the homes of any students who have an unexplained absence, each morning. Obviously regular attendance is a vital factor in both student engagement with their learning and levels of progress with achievement and that is why we monitor it closely. Overall attendance rates for our Maori students were very good in 2021(COVID-19 aside). Our Form Teachers, Deans and the Assistant Principal monitor patterns of student absence and make contact with parents/caregivers if there is a concern and if the issue becomes significant outside agencies are brought in to assist. As a rule of thumb, we take 10 half days absent as an indication of concern and 20 as indicating a real problem. We also look for patterns of absence (e.g. every Monday). One Maori boy in Year 10 needed careful monitoring in terms of attendance potentially impacting on learning outcomes, in 2021.

Discipline

We monitor and track discipline at two levels – very serious incidents that lead to stand-down or suspension and lower levels that lead to detentions. We also record pastoral data on our student management system, and this is analysed by the Form Teachers and Deans.

Stand-downs and suspensions

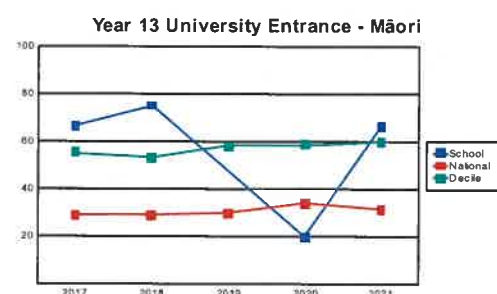
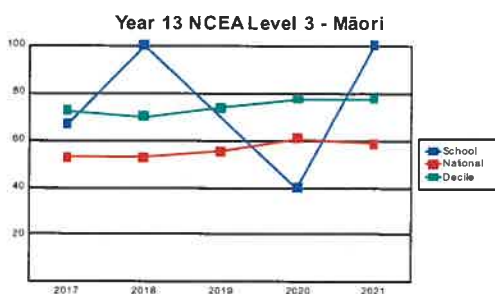
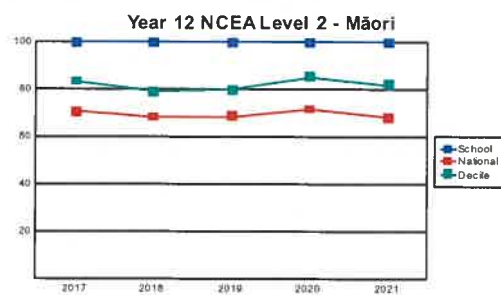
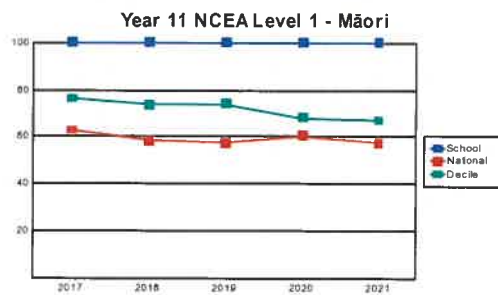
There were no stand-downs or suspensions of Maori students in 2021.

Achievement

Academic Achievement

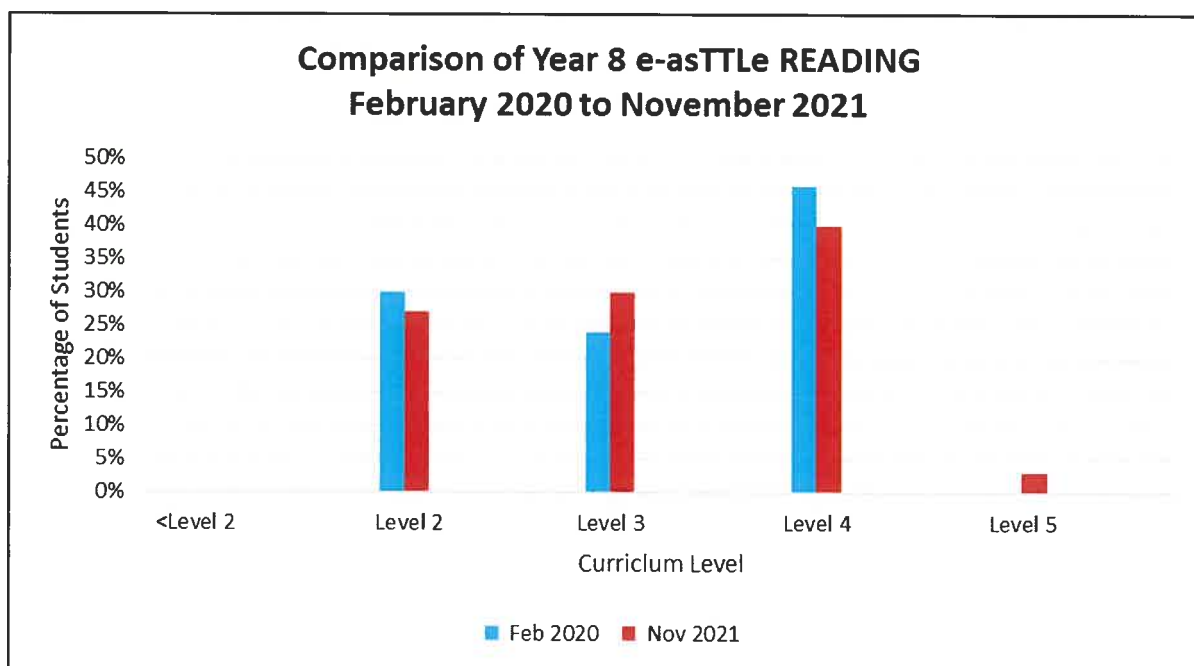
Senior Students Years 11-13

The following graphs show the pattern with NCEA Achievement for the past five years including for students who may not have completed the year. Comparisons are made with both National statistics and schools which have similar community demographics to ours. (decile band) You will notice that in some years we have no Maori students so the graphs can fluctuate quite widely. In Year 13 students are able to prepare for two different awards, NCEA Level 3 and University Entrance.

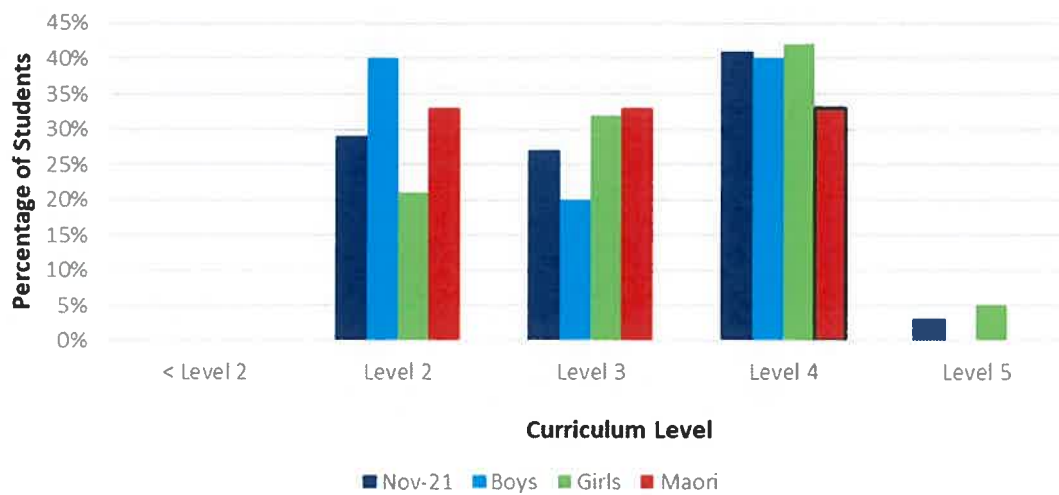


As you can see 2021 was a particularly successful year for our Maori students with 100% pass rates at all three levels of NCEA and 67% also gaining University Entrance. The difference at UE relates to the type of Level 3 courses undertaken in line with plans for learning beyond school.

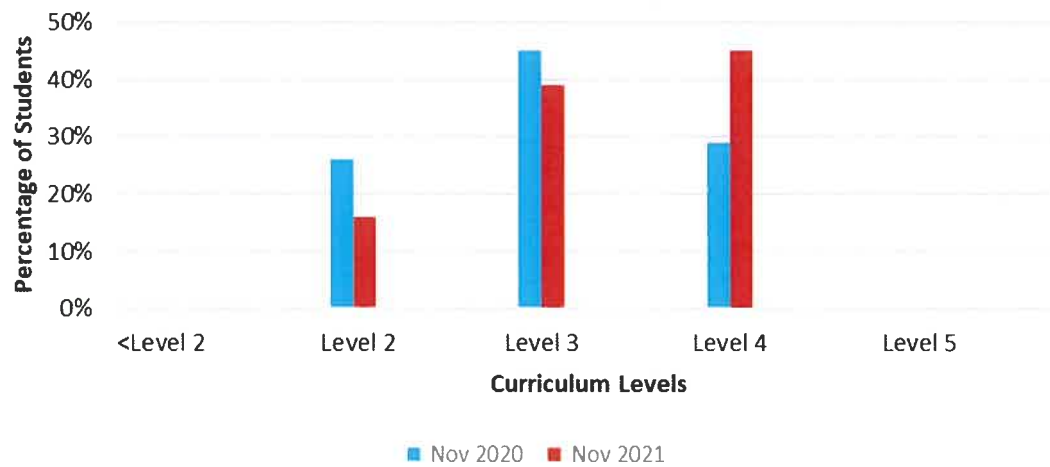
Junior School Years 7-8 Literacy and Numeracy



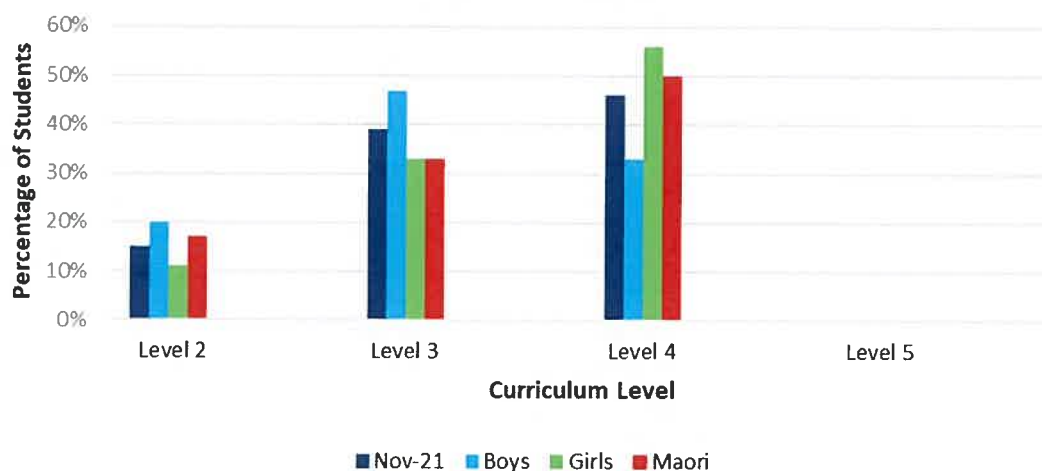
Year 8 READING e-asTTLe November 2021



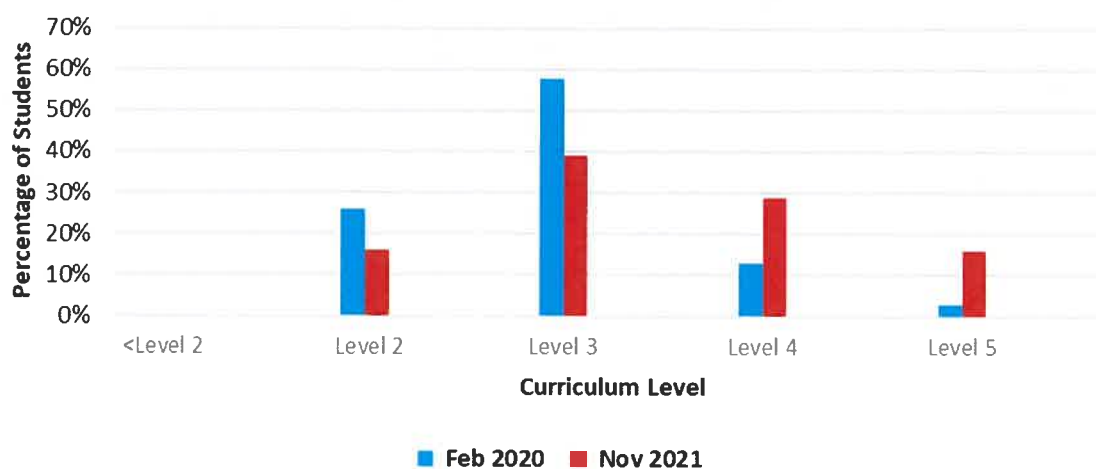
Comparison of Year 8 WRITING November 2020 to November 2021



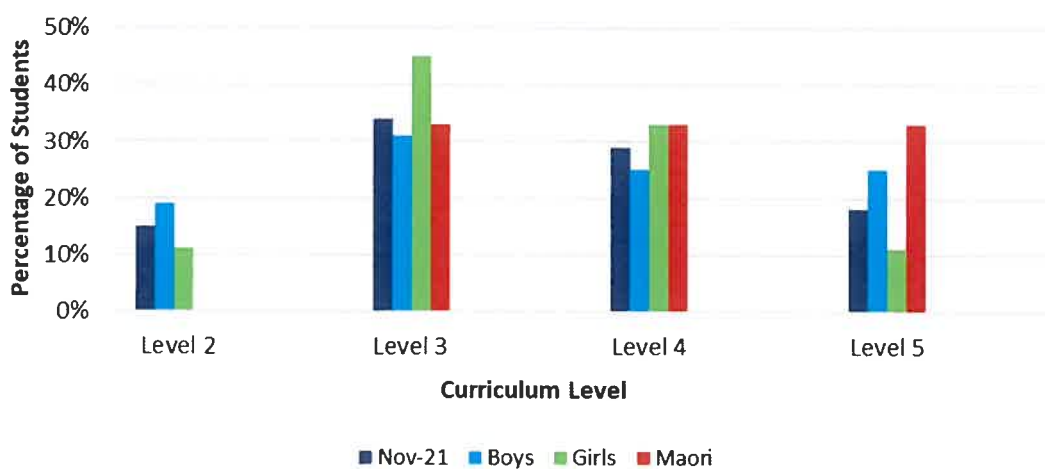
Year 8 WRITING November 2021



Comparison of Year 8 e-asTTle MATHEMATICS February 2020 to November 2021



Year 8 e-asTTle Mathematics November 2021



Middle School Numeracy

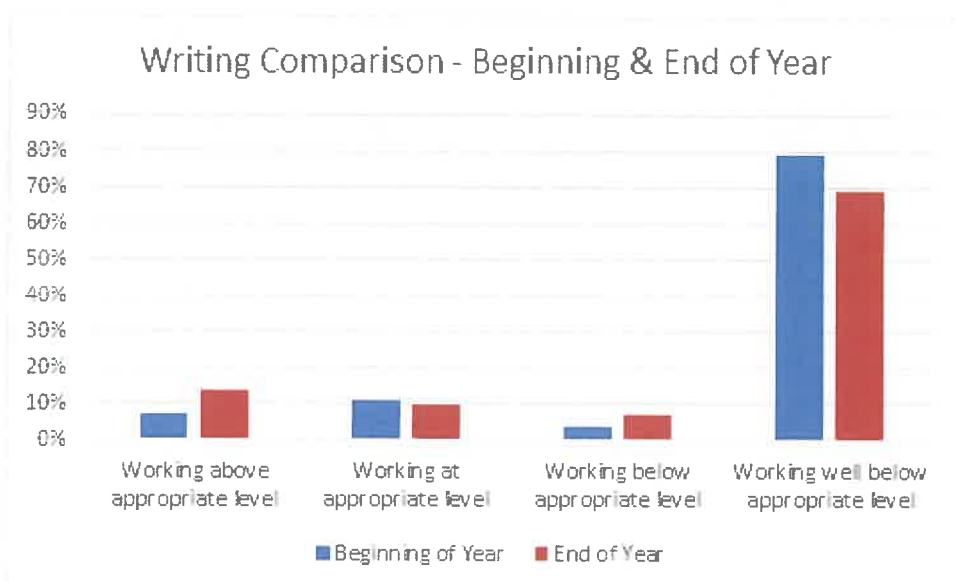
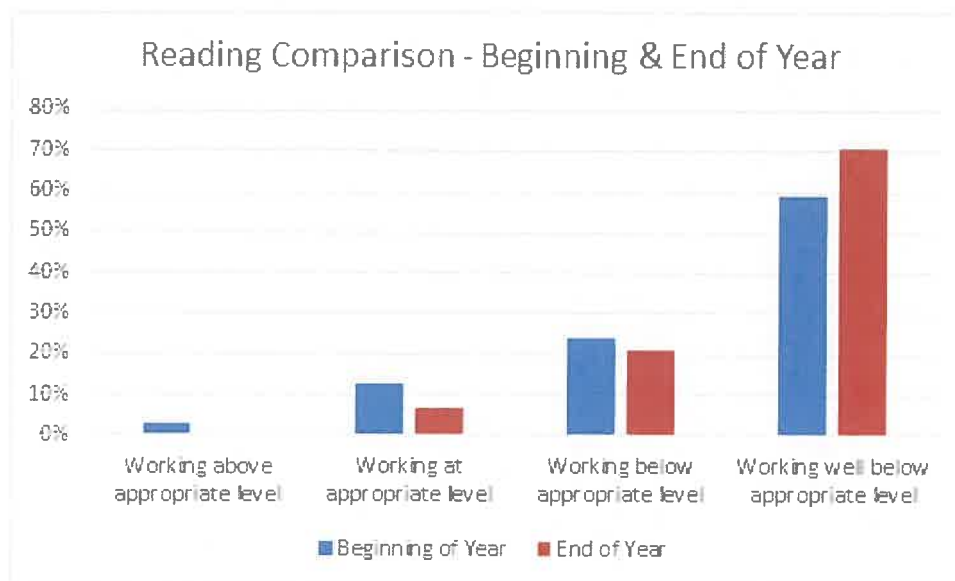
Year 9

Learning Outcome Assessed	No. working above appropriate level	No. working at appropriate level	No. working below appropriate level	No. working well below appropriate level
Number	2 1B, 1G	15 6B, 9G 1MB, 1MG	3 2G, 1B	1B
Measurement	3 1B, 2G 1MG	7 4B, 3G	8 3B, 5G	2 2B
Algebra		15 7B, 8 G 1MB, 1 MG	3 2G, 1B	1B
Learning Outcome Assessed	No. working above appropriate level	No. working at appropriate level	No. working below appropriate level	No. working well below appropriate level
Number	4 - 3G, 1B, 1MG	10 - 6G, 4B, 1MB	2 - 1G, 1B, 1MB	3 - 3B
Geometry	3 - 2G, 1B, 1MG, 1MB	11 - 5G, 6B	2 - 1B, 1G	2 - 2B, 1MB
Algebra	3 - 2G, 1B, 1MG, 1MB	13 - 6G, 7B, 1MB	2 - 1B, 1G	1 - 1B
Tables	3 - 1G, 2B, 1MG	11 - 6G, 5B, 2MB	4 - 2G, 2B	1 - 1B

Year 10

Learning Outcome Assessed	No. working above appropriate level	No. working at appropriate level	No. working below appropriate level	No. working well below appropriate level
Probability	11 - 10G, 1B, 1MG	15 - 8G, 7B, 3MG, 1MB	8 - 4G, 4B, 2MG	3 - 1G, 2B, 1MG
Number	9 - 7G, 2B, 2MG	16 - 8G, 8B, 2MG, 1MB	9 - 5G, 4B, 2MG	3 - 2G, 1B, 2MG
Algebra	4 - 3G, 1B	19 - 12G, 7B, 4MG, 1MB	6 - 4G, 2B, 2MG	8 - 3G, 5B, 2MG
Measurement	8 - 6G, 2B, 1MG	22 - 12G, 10B, 2MG, 1MB	4 - 1G, 3B	3 - 3G, 3MG
Tables	4 - 4G, 1MG	18 - 10G, 8B, 1MG, 1MB	8 - 5G, 3B, 3MG	6 - 3G, 3B, 2MG

Middle School Literacy



POLICIES, PLANS AND TARGETS FOR IMPROVING THE ACHIEVEMENTS OF MAORI STUDENTS.

Specific teaching and learning strategies that departments are implementing to improve the achievement of Maori students.

In the Junior School

Maori students are catered for in the classroom programmes with

- provision for differing learning styles within the classroom programme – oral, written and kinaesthetic
- ability grouping where students are working at their own level within small groups
- being encouraged to risk take in small groups that they are comfortable in
- varied assessments –use of materials, oral and written
- using texts, themes and topics which are specific to New Zealand culture

The following learning support was obtained to improve our Maori students learning.

- Teacher aide assistance for students in Reading, Writing & Maths when needed

All students are encouraged to participate in Kapa Haka.

In English

As stated in the previous report, all Maori students are treated both as students, with targeted programmes as for other students according to their abilities, interests and requirements, and as Maori, with respect for their culture and encouragement to use it in their creative work was continued in 2021 and that the tradition of Years 9 and 10 having texts that incorporated Maori tikanga, so students had the opportunity to identify with their heritage and culture was also ongoing. Personally, I am trying to you more basic Maori vocabulary in the classroom eg mahi, pukapuka etc. and make an effort to encourage students to use Te Reo in their work e.g. Whanu etc. Matariki and other important dates/ events in the Maori calendar and that become part of the news cycle are mentioned and/or celebrated when appropriate.

In Mathematics

We work with the known understanding of 'what works for Māori works for everyone'.

Class profiling enables identification of Māori students.

Records are kept of these students and their progress is monitored against the expected progress for the age level.

Members of the department are committed to improving their knowledge of Te Reo Māori and use it where possible daily.

Maori pupils continued to achieve highly in Mathematics at Blue Mountain College.

In the Social Sciences

- Programmes of learning at all year levels have a Maori/New Zealand component.
- All Social Science teachers are required to encourage Maori students to set high expectations when assisting these students with goal formulation when conferencing.
- The introduction of standards based assessments has been and is very useful when providing feed forward guidelines for Maori students. This helps not only to identify specifics about what their work is demonstrating but also assists in identifying what they have to demonstrate to achieve at the next level. (This strategy works for all students)
- All Social Science teachers are required to provide assessment schedules and feedback sheets which clearly identify what students are required to demonstrate at each achievement level. These allow teachers to identify in writing what each student needs to do to achieve at a higher level and assists in the setting of specific targets.
- Teachers are encouraged to use a variety of strategies to engage students in learning.
- All Maori students are clearly identified in mark books and rolls.
- Maori student with prior knowledge (especially where contexts have a Maori focus) are encouraged to share that knowledge with other students. This assists in acknowledging the value of their knowledge and their culture.
- Involvement in mentoring programme at senior level.
- Tracking individual students as recommended by ERO.

Aotearoa NZ History Curriculum for 2023

My Social Studies teachers and I will be attending the upcoming ANZHC PLD in the next few months. I am also meeting with the Gore Rununga in the April holidays to see what help they can give me on local history (not a strength of mine). From what I understand, it is expected that existing units will be reviewed and 'tweaked' to conform more with the ANZHC document by 2023. As we already do quite a bit of NZ history in Social Studies, this shouldn't be too difficult. But we would look at bringing in more local history into the classroom and change the focus of the existing topics. We will need to be more explicit on making the links to the new ANZHC document in our unit plans.

I/We would then look at creating a more cohesive 4-year plan – from YR7 to YR10 – that flows from year to year. But here is no need to throw the baby out with the bathwater. Everything will become clearer as the year goes on, AND the Ministry has promised us resources. Social Studies doesn't have to all be ANZHC.

The migration of Polynesians to NZ – Tangata Whenua fits most closely with the new curriculum as does the NZ Wars unit in YR9. Gallipoli fits in too but less obviously as does 19th Century migration which includes the ToW.

In Science

In the junior school:

- topics are being reviewed to see where more matauranga Maori links can be added.
- Continue to add to te reo Maori vocabulary

In the senior school this is very difficult as this is driven by NCEA standards.

In the junior school, the end of topic reviews completed by teachers track the progress of Maori students and identify those at risk. Success can be changeable though depending on the topic being studied, the method of assessment and a myriad of other factors. At risk students are discussed at Department meetings with staff sharing ideas and strategies that might help student.

In Physical Education and Health

Māori students continue to be monitored as individuals. Many of the Māori students in the junior school demonstrate a good level of skill in Physical Education. This year most Māori students were achieving at or above the appropriate level.

All effort is given to each student to lift their skills and abilities through coaching. Students have been encouraged to give all aspects of the Physical Education programme their best effort, and to take part in as many sports as they can. Students will continue to be monitored and if they slip in achievement then as a department we will try and put something in place to help that student improve their results.

In the senior school students have been given extra help with Achievement Standards and we have had support systems in place to help Māori students.

All Māori students that I teach seem motivated and enjoy Physical Education. We will continue to try and build in more Te Reo into the class.

Māori students continue to be monitored as individuals. Many of the Māori students in the junior school demonstrate a good level of skill in Physical Education. This year most Māori students were achieving at or above the appropriate level.

There was no real significant difference between this year and last year with the results of achievement of Māori/non-Māori students. In the junior school Māori students are highly placed or sit in the appropriate level.

Extra help is offered to students if they need to help keep their achievement levels up and this has helped with some students in Senior Physical Education. I believe the level of achievement is generally of a good standard for Māori students in this department. At risk students are discussed at Department meetings with staff sharing ideas and strategies that might help student

In the Arts

- To celebrate success and build strategies for success through building skills
- Access to any workshops to work alongside Maori Artists or Musicians (as part of Murihiku Arts Group, Invercargill)
- Always making my room a safe place to be and that mistakes are okay and can be transformed into other things, artistically
- Modifying units to suit the students' ideas and flair

Displaying more Maori designs in the Artshub and sharing with Junior form teachers for their classrooms.

Finish creating and then displaying at the back of the Hall, a mural about the creation of the Blue Mountains and in the footsteps of Uenuku the Rainbow God, to share our local story.

To encourage Yr 11 Art Maori students celebrate and display their whakapapa to explore and record as their theme of their art boards. (there are 3 girls doing that this year- all Maori, and because it is in their hearts, the work they are producing is of a high quality in respect to their culture.

To collaborate more with the Teacher of Maori and the tutors of Kapahaka to pinpoint students who can be given opportunities in the Arts to develop both their personal skills and their Leadership.

In Agriculture

For the most part, Maori students achieve on par with their peers in Agriculture especially in Year 7 and 8 and in NCEA. Strategies that improve learning for Maori, improve learning for all, and the nature of Agriculture teaching and learning is inclusive of matauranga maori – using local contexts, getting students to connect knowledge to their own experiences, embedding te reo Maori into topics where possible by including te reo Maori vocabulary words in the unit plans is something we are continuing to develop in our 7 – 10 programmes.

Major Highlight of 2021

Both the Dux and Proxime Accessit to the Dux were students of Maori descent, Lachlan Cronin (K`ai Tahu) who was also one of our most dedicated Kapa Haka members and Head Girl Cheyanne Candy(K`ai Tahu) who was also a member of the group. Cheyanne and Lachlan also won major scholarships to attend Lincoln and Otago Universities respectively.



Board Plans for 2022

In setting their strategic and operational goals for 2022 the BOT included the following components:

2.6 To honour our obligations under Te Tiriti o Waitangi and promote success for our Maori learners and those from other cultures	<ul style="list-style-type: none">+Maintain impressive achievement results with NCEA for our Maori students+ Te Reo classes at Years 7&8 Assign FTMU+Kapa Haka+ Continue to have Maori community representation on the BOT+ employ person(s) with specialist knowledge and passion in Tikanga
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Lindy Cavanagh-Monaghan
Tumuaki

