



Blue Mountain College

Report to the Maori Community 2018



Report to the Maori Community of Blue Mountain College

Preamble

In 2018 there were between 32 and 35 students enrolled at the school who were identified as Maori. This represented between approximately 13 - 14% of the total roll. These students identified with a range of iwi from broad geographic locations.

Year	Number
7	6
8	4
9	5
10	5
11	8
12	3
13	4

Opportunities

An introductory Te Reo Maori course is taught at Years 7 & 8. This programme has been expanded to incorporate Year 7 with a view to building on the foundational work being done by our contributing primary schools. Part way through the year we employed a young teacher with a passion for all things Maori so we rearranged the timetable so that she could teach all of the Year 7&8 classes. 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 the years. It has been wonderful to have the support of our Maori Community representative on the Board of Trustees, Matua Hone, in lending assistance to the teacher and late in the year we employed Whaea Vanessa Whangapirita to support both the curriculum development and Kapa Haka. 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 correspondence or school based Te Reo programmes, as well as stand-alone distance courses via interactive video-conferencing.

Regular singing of waiata at school assemblies has been successfully introduced and this has given an opportunity for leadership for our Year 13 students who have been actively involved in Kapa Haka for a number of years to develop confidence in engaging the whole school body and beginning to build 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 and it is great to have a lasting reminder of their efforts with the beautiful mosaic koru they created hanging in pride of place in our foyer, as well as House panels along the A Block corridor.

Kapahaka

We have had a resurgence in Kapa Haka, which has largely been student led and it has also been a huge advantage having employed a Year 7 Homeroom Teacher who trained with a Maori focus at the College of Education, Invercargill Campus. Participation has grown and we have set aside school time (experimenting with different time slots) to ensure those who have previously been torn between commitments are able to attend. All age groups from year 7-13 are represented. The Kapa haka group opened the Performing Arts Festival Pot Pourri Concert. We have some exciting ideas in the pipeline for 2019.

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 Executive Officer 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 2014. 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 12 needed careful monitoring in terms of attendance potentially impacting on learning outcomes, in 2018.

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

One senior Maori girl was stood down for 2 school days in February 2018. There were no suspensions.

Pomahaka Kahui Ako



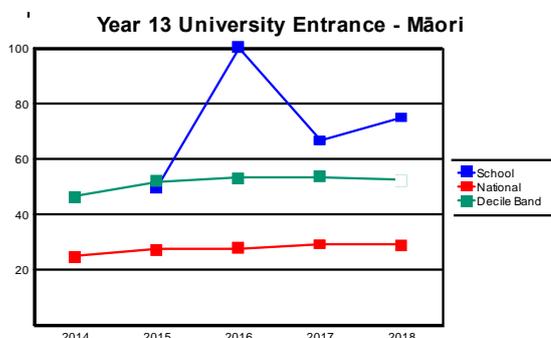
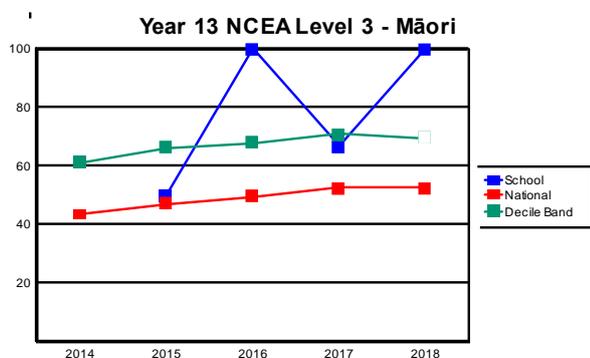
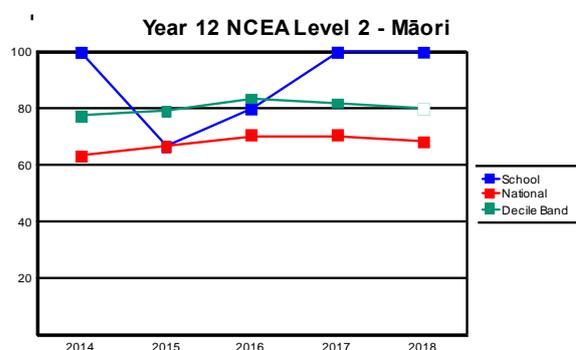
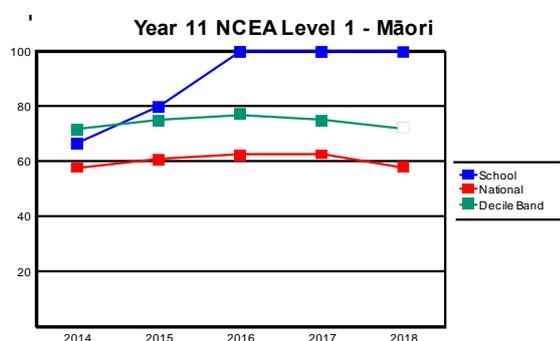


Achievement

Academic Achievement

Senior Students Years 11-13

The following graphs show the pattern with NCEA Achievement for the past five years and contain roll-based data which means all students who were on BMC's roll at the beginning of the school year are included whether or not they 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. For example, in Year 13 students are able to prepare for two different awards, NCEA Level 3 and University Entrance but we had no Maori students in our Year 13 cohort in 2014.

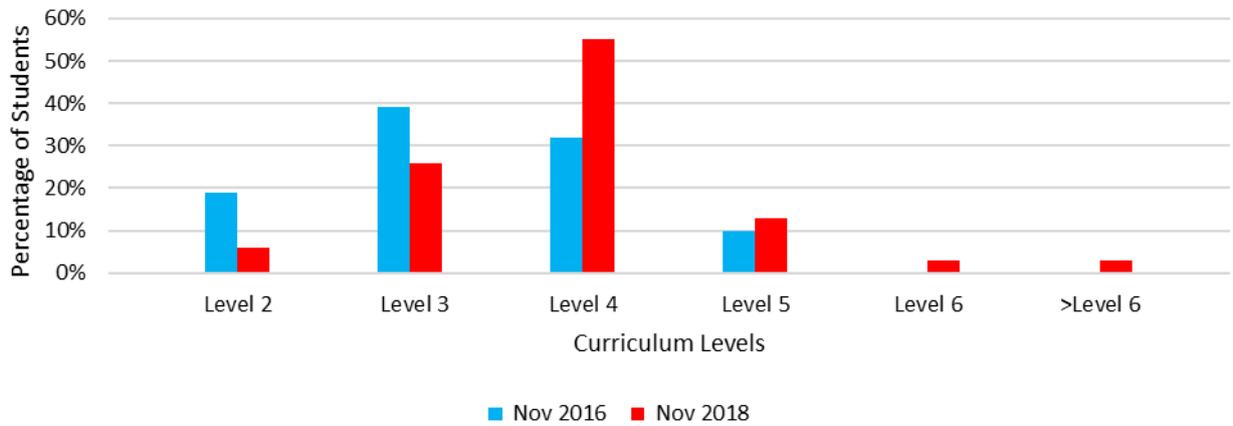


As you can see 2018 was a particularly successful year for our Maori students with 100% pass rates at all three levels of NCEA and 75% also gaining University Entrance.

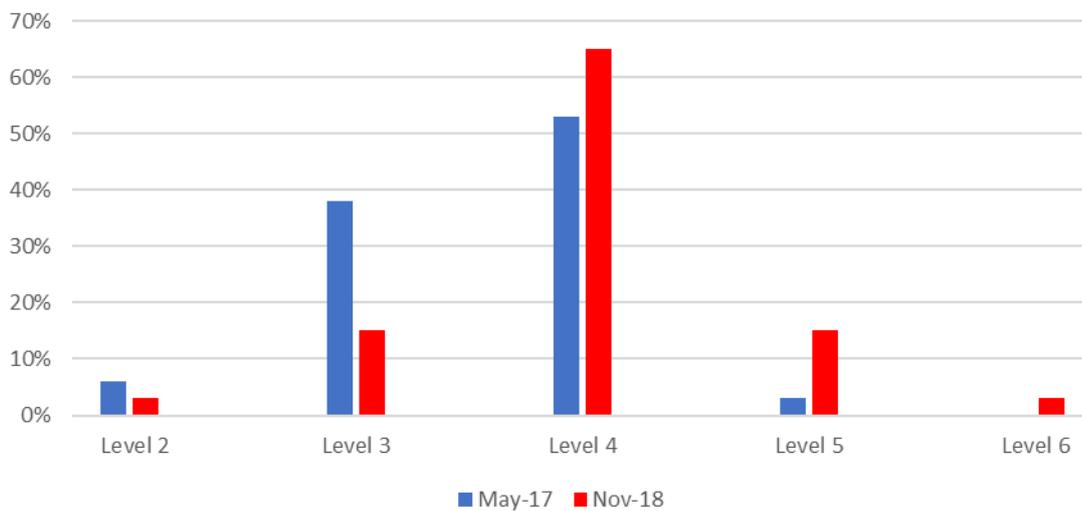
Junior School Years 7-8 Literacy and Numeracy

Because we have so few Maori students, it is difficult to separate out their achievement in statistical form, without individuals being identified, in the junior school but that information is readily available to parents through both student/ teacher/parent conferencing and written reports, throughout the academic year. I have included the data for Literacy and numeracy, for the cohort who finished Year 8 at the end of 2018, as a whole, so you can see the progress which has been made by the students who entered BMC at the beginning of 2017, as a more general indicator of the gains made.

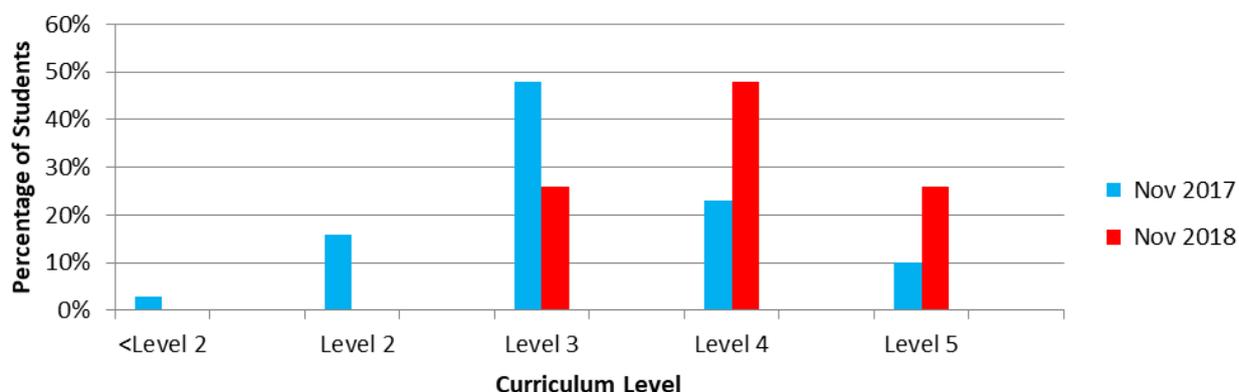
Comparison of Year 8 e-asTTle READING November 2016 to November 2018



Comparison of Year 8 WRITING May 2017 to November 2018



Comparison of Year 8 e-asTTLe MATHEMATICS November 2016 to November 2018



Middle School Years 9-10 Literacy and Numeracy

Reading - Māori Students	0	1G (25%), 3B (75%)	0	0	4
Writing - Māori Students	0	1G (25%), 1B (25%)	2B (50%)	0	4
Speaking - Māori Students	0	1G (25%), 3B (75%)	0	0	4
Listening - Māori Students	0	1G (25%), 1B (25%)	2B (50%)	0	4

Reading - Māori Students	0	1G (25%) 1B (25%)	2B (50%)	0	4
Writing - Māori Students	0	1G (25%)	3B (75%)	0	4
Speaking - Māori Students	1G	1B (25%)	2B (50%)	0	4
Listening - Māori Students	0	1G (25%) 2B (50%)	0	1B (25%)	4

Learning Outcome Assessed	No. working above appropriate level (5P/A)	No. working at appropriate level (4A/5B)	No. working below appropriate level (4B/P)	No. working well below appropriate level (<4B)
Probability	5	6 5B	15	
Number	9	2 4A 7 5B	8	
Measurement	3	3 4A 6 5B	12	2
Algebra	2	7 4A 6 5B	10	

One Maori male is working above and the other is working below the appropriate level.

Learning Outcome Assessed	No. working above appropriate level (5A)	No. working at appropriate level (5P/B)	No. working below appropriate level (4A)	No. working well below appropriate level (<4A)
Number	2	27	-	3
Probability	-	29		3
Trig / Pythagoras	9	20	-	3
Algebra	4	23	2	3

Maori female and two males are working at/above in all strands. One Maori male is working well below the appropriate level.

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 Year 8 students in Reading, Writing & Maths

All Maori (and other) students are encouraged to participate in Kapa Haka.

In English

We have continued the policy of where 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. At Years 9 and 10 we have chosen texts which incorporate Maori tikanga which have given these students the opportunity to identify with their heritage and culture.

The female Maori students are among the ranks of the top performers in English across the school. That said, I believe that some of the male Maori students tend to be experiencing ‘disconnect’ – not so noticeable with the female students – and are underperforming. I have raised the need for more male Maori role models (and female) for with the Principal and will do so again, though our efforts were somewhat hampered by the unexpected departure of the Maori representative on the Board of Trustees.

In Mathematics

When undertaking our Inquiries, we endeavour to have a Maori student as one of our focus pupils, with the belief that ‘what works for Maori works for everyone’.

Class profiling enables identification of Maori 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 Maori and use it where possible on a daily basis.

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. Programmes such as Te Mana have identified this as being a strategy which helps Maori students to focus on what they need to do to achieve success.
- 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.
- Taking part in PD with Matua Hone and using Maori greetings

The provision of assessment schedules and the use of extensive feedback before the final copy is written proved very successful in YR9-10 Social Studies as it provides specifics for students to improve on. They can also tick off criteria as it is finished. This breaks large tasks down into smaller achievable tasks. Also highlighting the better parts of the essay encourages students so they feel that they are almost to the next level. Works well for **all** students, but especially the middle and lower end of the class and for boys.

A good rapport with students is an important key to improving learning, to feel that their opinion is valued. There is a general acknowledgement within the department that what improves achievement levels for Maori students also works well for other students too.

In Science

The Science Department will continue with its inclusive teaching practice which encompasses ako, te reo and the use of Maori contexts. Unit plans have links to Maori contexts and the use of te reo and signage is encouraged within the Department. All staff members are utilising acquired skills in te reo where appropriate and where they feel comfortable doing so.

Maori Students continued to achieve alongside all other Nationalities at Blue Mountain College

Maori students continue to be monitored as individuals. Many of the Maori students in the junior school demonstrate a good level of skill in Physical Education. This year most Maori 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 Maori students.

In Physical Education and Health

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

There was no real significant difference between this year and last year with the results of achievement of Maori/non-Maori students. In the junior school Maori students are highly placed or sit in the appropriate level with a couple of students slipping to below 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 of a good stand for Maori students in this department.

In the Arts

Acceptance is my key to success for these students. We work with what they bring and gear their artboards towards their interests and skill base.

Self-Belief and encouragement

Developing this is important! Knowing when to help them or leave them alone is paramount.

But then, these are also important for all students.

The average mark of my artboards and standards are going up. This is pleasing as I personally invest a lot of my own time into making this happen.

The PD journey I have been on is paying off. I have been a 'Sponge' at workshops, and PD and at moderation to glean ideas and tips for use with my students.

This past year I have been supporting another colleague through the process as they were given the job to fill in when another HOD Art left mid-year. This was both taxing but refreshing as I could pass on what I had learnt.

Those students who revised well passed their Drama exams and said they felt supported by me leading up to exams.

Two students did not pass their externals which was due to only saying what? To answer the question and not them justifying where they saw it in the play, film etc. Justification is important! I rechecked their papers when they came back and gave them that feedback for the future.

Supported Learning (Special Needs)

Maori students who received Supported Learning assistance with Literacy and Numeracy in 2018.

YEAR GENDER SUPPORT 7 Reading /Comprehension/Phonics/Writing/Spelling

8 1 (F) General classroom support Literacy/Comprehension 9 General classroom support

10 General classroom support 11 1(M) 3 (F) Maths /English classroom support 12 2(M) 1

(F) Maths /English classroom support

Board Plans for 2019

In setting their strategic and operational goals for 2019 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

- +Maintain impressive achievement results with NCEA for our Maori students
- + continue with teaching Te Reo in Yrs 7&8 – new teacher appointed
- +Ongoing PLD
- +Kapa Haka
- + Continue to have Maori community representation on the BOT
- + If the opportunity arises actively seek to employ person with specialist knowledge and passion in Tikanga

Lindy Cavanagh-Monaghan
Tumuaki

Te Waipounamu Māori U18 BOYS & GIRLS RUGBY CAMP

APRIL 14-16
CHRISTCHURCH



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