

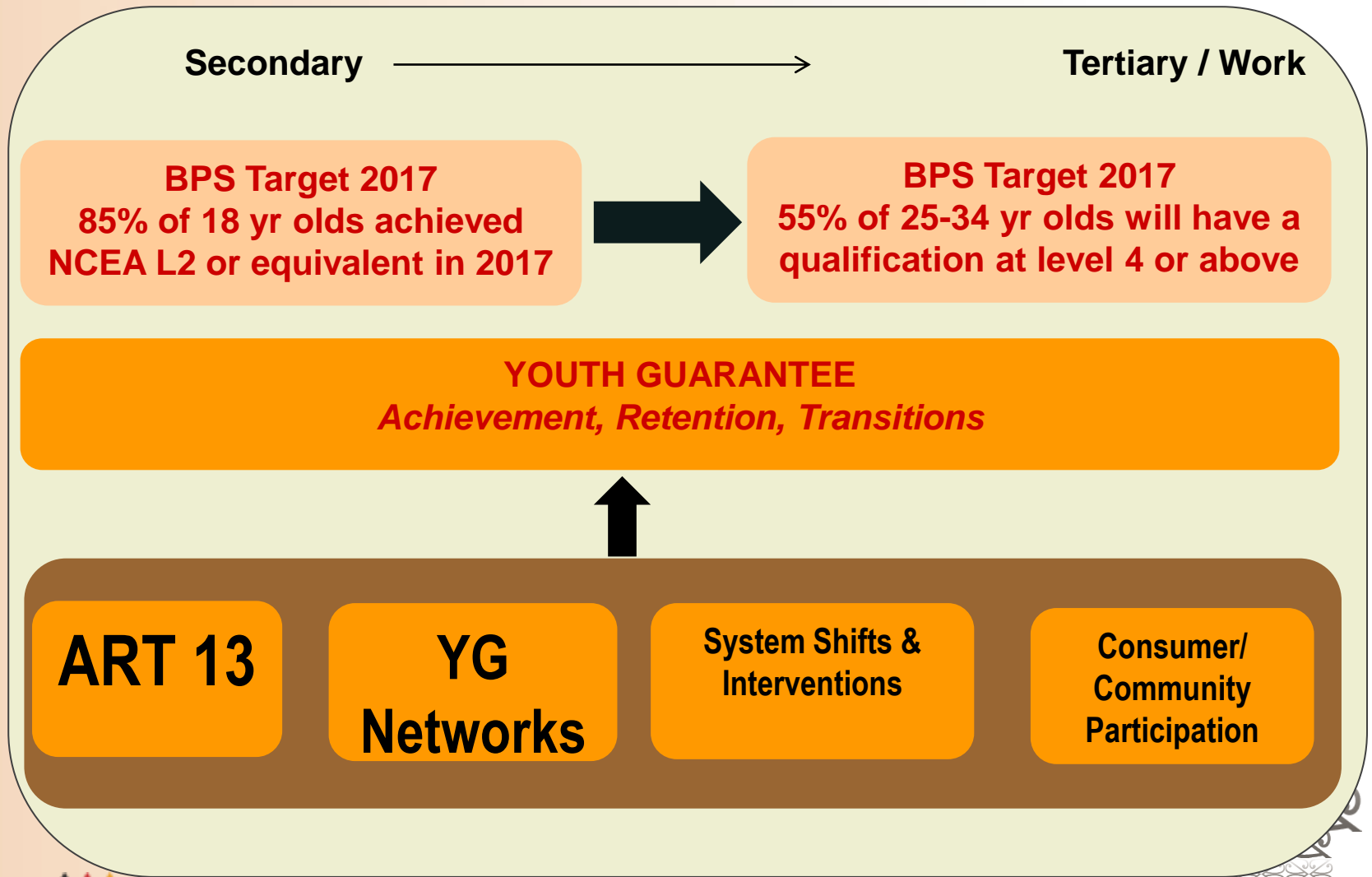
ART

Achievement, Retention, Transition

Regional Workshops / October 2013



The System

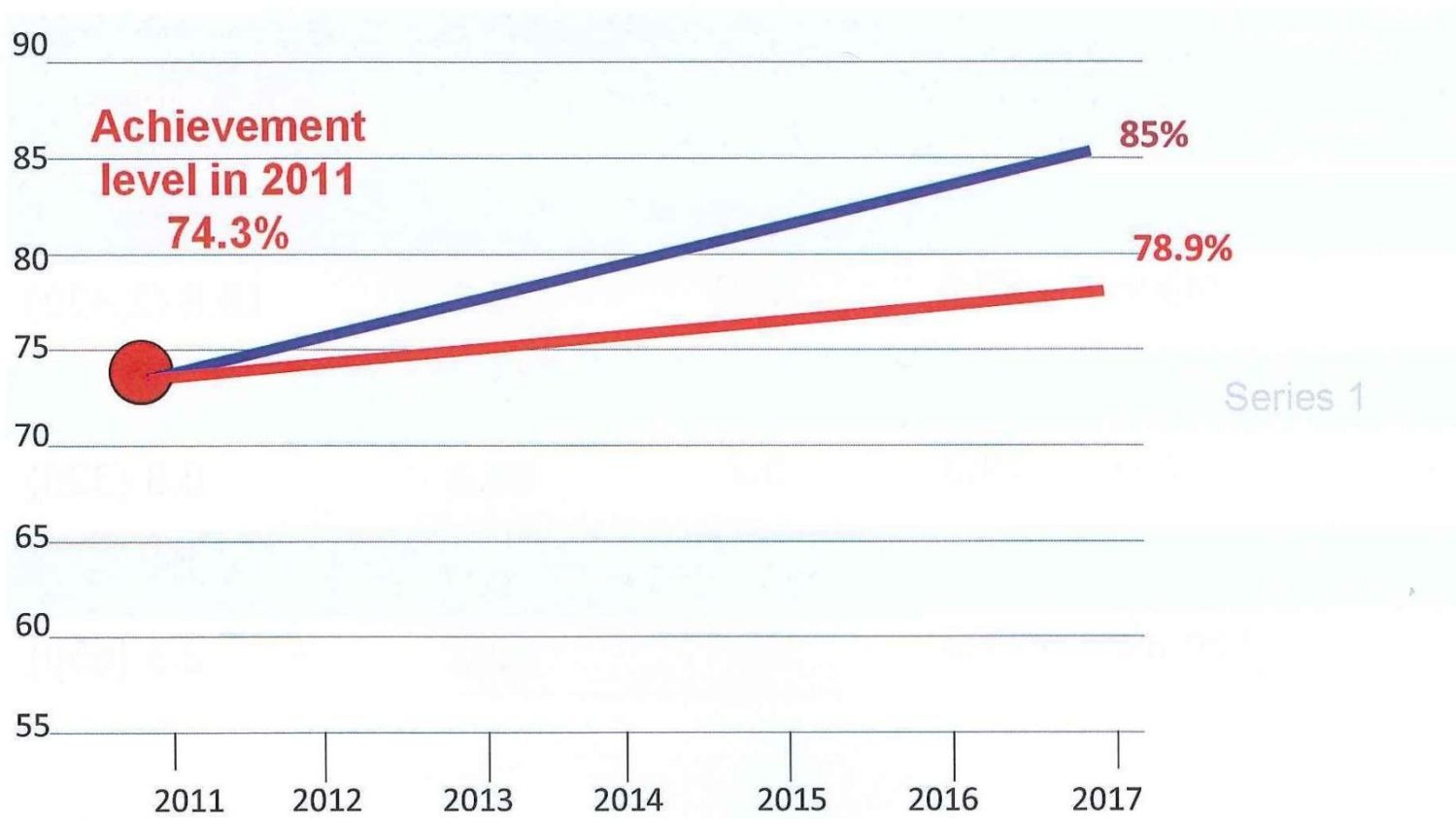


OUR CHALLENGE

**In 2012, 77.2% of 18 yr olds
achieved NCEA Level 2**

**Maori: 60.9%
Pacific: 68.1%**

85% of 18-year-olds with NCEA Level 2 or equivalent in 2017



Series 1

Accelerating Achievement

ART 2013-17

Regional teams lead by newly formed ART (Achievement, Retention and Transition) teams

Partnership with 141 focus secondary schools (30% of all secondary schools) with high proportions of priority learners

Student-centred **F**ocus on NCEA Level **2**

OUR ROLE: Support Schools

- **Sharing Good Practice**
- **Linking schools with each other**
- **Providing advice**
- **Practical support – Data, Plans**
- **Links to professional learning**



OUR ROLE:

Brokering Support for Schools

- **Parents, Family and Whanau**
- **NCEA and the Whanau**
- **NCEA ma le Pasifika**
- **NZQA**

DATA UPDATE

National	
Total Schools Identified	141
Total Schools Engaged*	103
Total Students Identified	2290

Initial Concerns of Schools

- The spread sheet
- Not enough time left in the year
- “We are already doing everything for our students”
- Band aid strategy
- We already have lots of Ministry initiatives
- Workload issue for staff
- Is this credit farming?

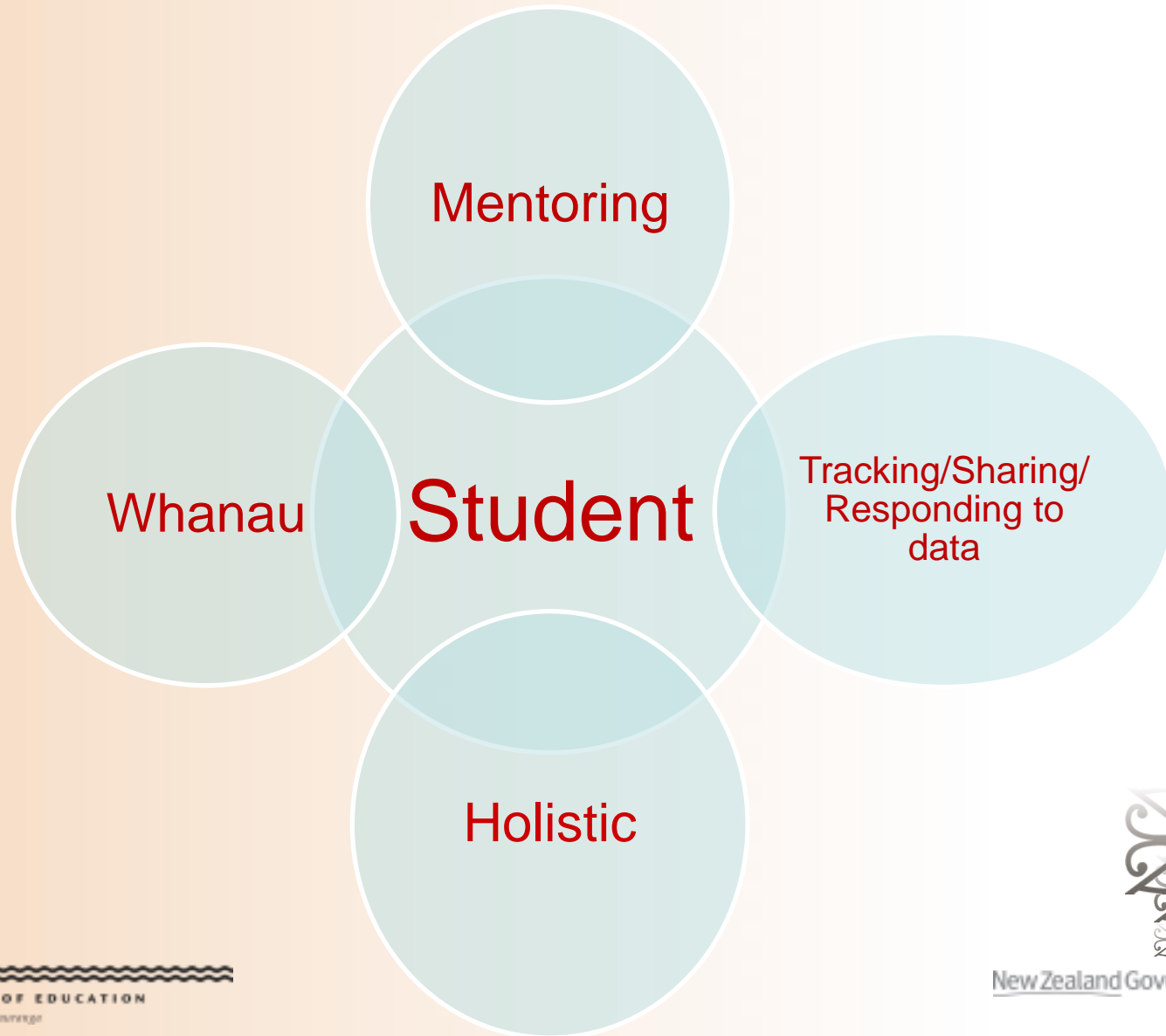
ART 13 in Schools

- Clear focus on the need to lift achievement
- Some very effective tracking and monitoring systems in place
- Awareness of importance of evidence-based practice (teaching as inquiry)
- Re-thinking their systems, wanting to provide better opportunities for supporting learning focused discussions with students and families/whanau

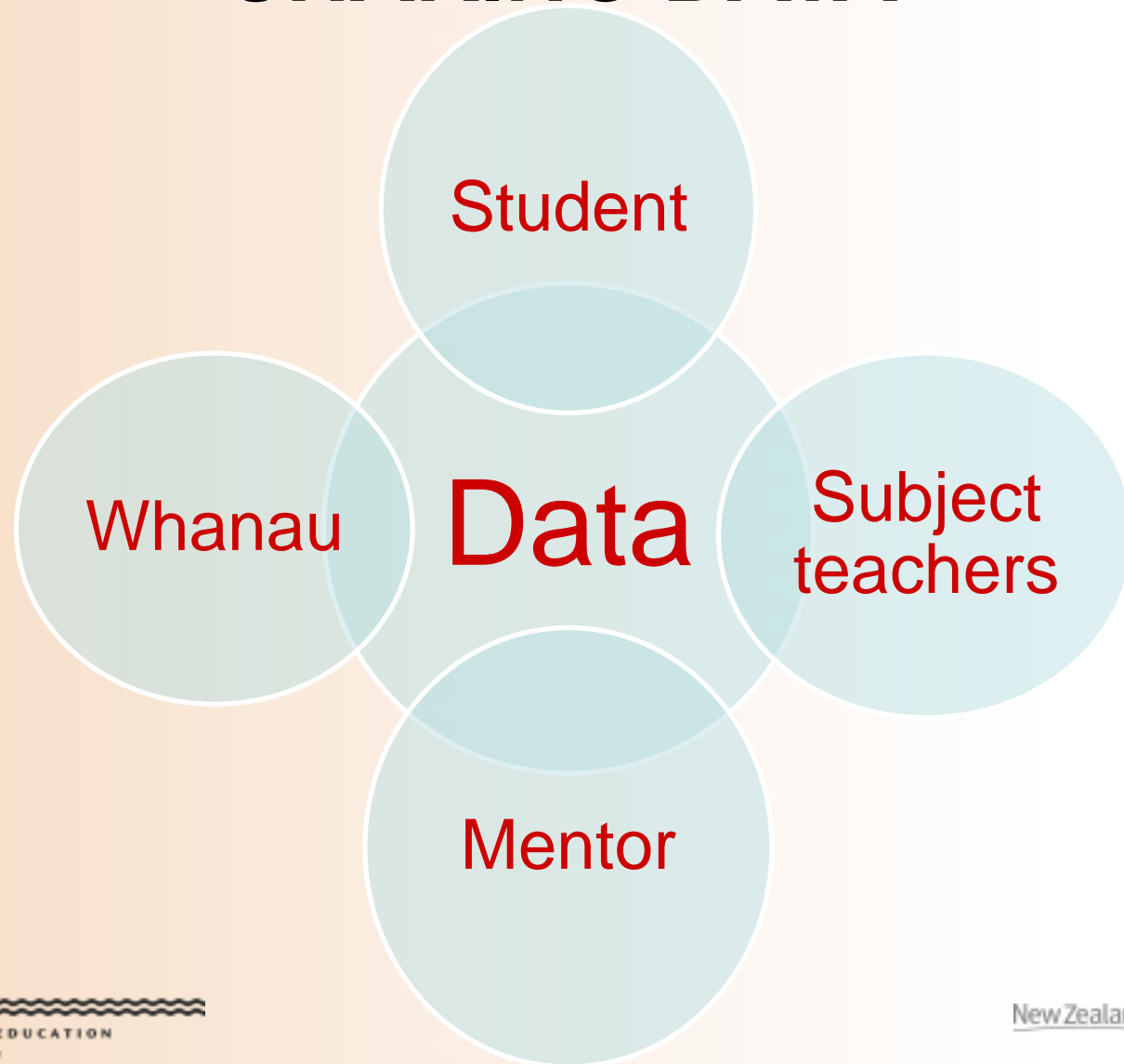
ART 13 in Schools

- **Providing varied opportunities for further learning and assessment**
- **Knowing the story behind the data**
- **Academic Counselling**
- **Academic Mentoring**

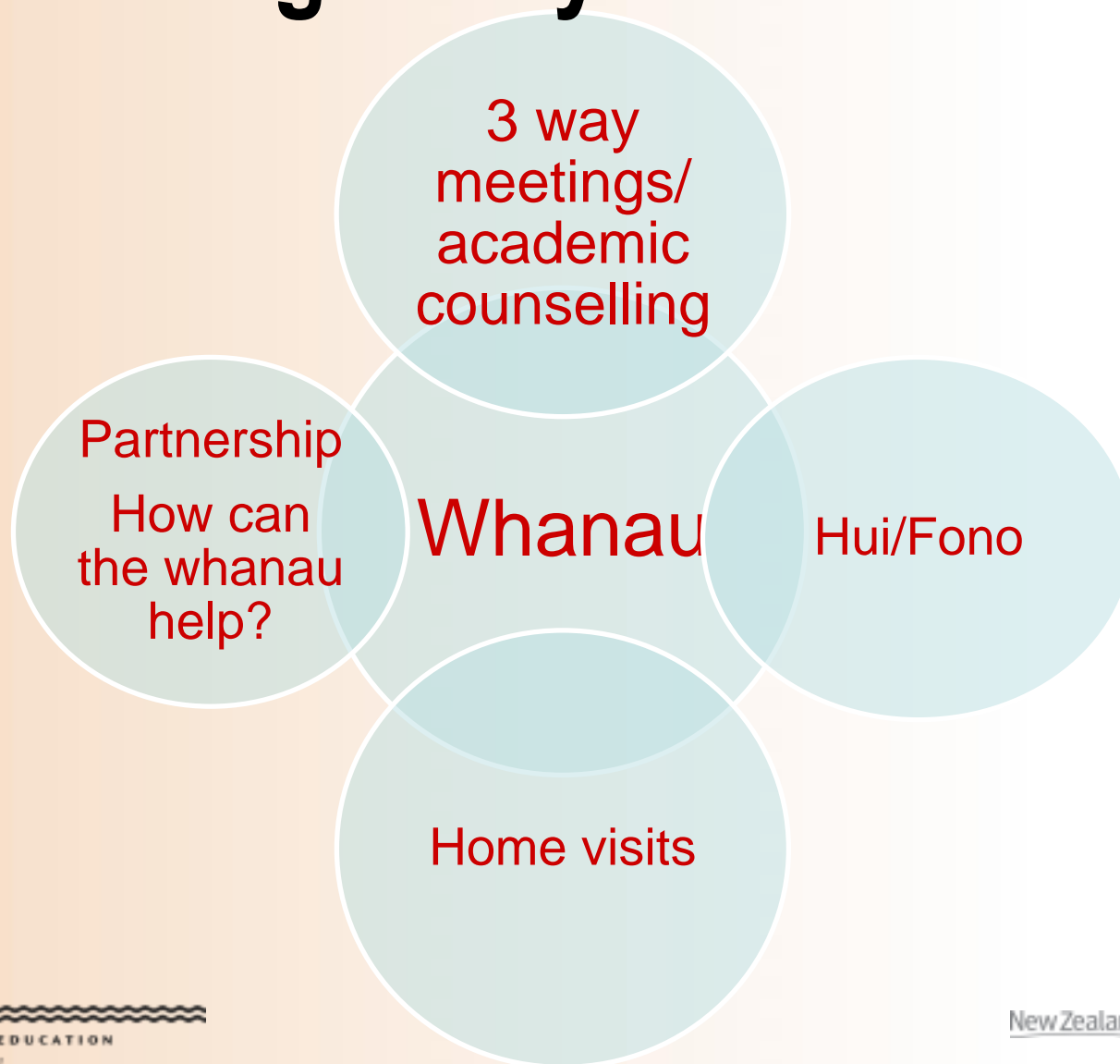
Student Centred



SHARING DATA



Connecting with your community



Where to from here?

- Review the quality of tracking and monitoring of students during the course of the year
- Apply a range of solutions and support for identified students.
- Review how academic pathways reflect a students future pathway
- Review the extent of information shared with families of identified students.