

May 2018: Cobden School Reflection



The Cobden School community is bounded by the Grey River in the south, the Tasman Sea to the west and the "Twelve Apostles" hills in the north and east. The school encourages parents to be actively involved in their children's education and to ensure that children receive a complete education in a caring and respectful environment.

Our strategic goals are to:

- Successfully implement the NZ curriculum in order to raise student participation and achievement;
- Provide evidence of students' progress against the NZ Curriculum in Literacy and Mathematics;
- Use NZ Curriculum effectively to support improvement in student outcomes.

FIND OUT MORE

What are the outcomes that are valued for all learners in this school and community, as learners in Aoteroa New Zealand, and global citizens?

Focus on continuing to strengthen the collaborative learning environments by:

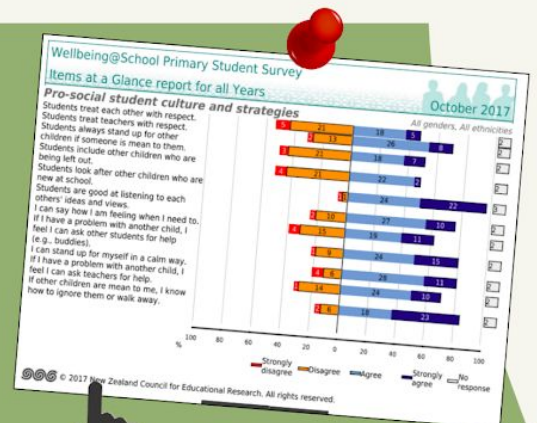


- Continuing to embed the Graduate Profile within classroom teaching and learning programmes, in reporting and visually around the school;
- Keeping the At Risk cohort in the forefront and regular professional dialogue;
- Refining and sharing pedagogical practices;
- Designing learning programmes across the school that integrate a range of digital technologies, so students have access to a range of tools to support their learning.

How well are all our learners achieving in relation to those outcomes?

We spent considerable time focusing on actions to improve:

- Wellbeing, with the Graduate Profile having a positive influence on how our learners see themselves and give clear direction;
- Seeking student voice to evaluate teacher practice,
- Teachers apply the High Expectations value from The New Zealand Curriculum to allow the potential of all students to grow fully through fostering growth mindset;
- Commitment to NPDL and The Postgraduate Certificate in Applied Practice (Digital & Collaborative Learning) by most teaching staff.





To what extent is every student in our school a successful “confident, connected, actively involved, lifelong learner”?



Cobden Learners are:

- Being supported to break down a fear of failure;
- Encouraged to have **choice and freedom** to make decisions about their learning;
- Given intensive **1-1 support**;
- Using a **range of tools** to write eg. tablets, chromebooks and pens for multiple purposes;
- Focusing on **oral language** especially in the New Entrant team;
- Increased **engagement & collaboration**;
- Choice within literacy activities for motivation.

How well are we identifying and accelerating the achievement of those learners at risk of not achieving equitable outcomes?

We teach to differentiated needs by using and analysing:

- 'At Risk' register/matrix
- IEPs
- Student Achievement data
- Gifted and Talented register
- Special Needs Register
- Support staff

How do we know? What sources of evidence tell us about our performance and effectiveness?

We gather and analyse qualitative and quantitative data:

- Teacher observations and judgements
- Student voice
- Assessment data
- Family and whānau
- Other staff



Outcomes related to identity, language and culture for Māori are identified through consultation with both whānau and students and the wellbeing survey.

Valued outcomes as defined by our school’s curriculum are derived from:

- Self review of school curriculum
- Self review of reporting to parents
- Aligning the graduate profile to NPDLC’s
- Graduate Profile

Evidence of whole school improvement over successive years can be seen in:

- Our story
- Graduate Profile
- Professional learning undertaken such as:
 - Mind Lab
 - Innovative learning practice
 - NPDLC
 - CFPLD
 - TLIF
- Engagement and wellbeing feedback from learning community



School conditions supporting ongoing improvement in learner outcomes since our last ERO evaluation



What areas of development have we focused on to improve learner outcomes?

- Wellbeing
- Grad profiles indicators
- Creating collaborative learning environments

How have we enabled the community to participate in/contribute to the development focus?

- Wellbeing Hui
- Open days
- Social media
- EOTC
- In class learning-sharing skills



What actions have we taken? How effective have those actions been in promoting the improvements needed?



Ensuring high quality first teaching

Used outside agencies such as; RTLB, RTLiT, Learning Support, SWIS and CAMHs to support staff and students in each team



From whānau consultation feedback, there has been commitment by all staff to undertake Papa Reo through Te Wananga o Aotearoa. Establishment of wellbeing committee that is student led. PB4L Tiered Fidelity Inventory (TFI) undertaken annually.

In summary

What have been the successes and Challenges?

- Changing the culture of learning and getting staff buy in has taken time;
- Consistent current pedagogy across the school;
- Teachers now have a shared understanding of collaboration and are modelling in classrooms;
- Graduate Profile is now being a living document within the school;
- Cobden has a shared language of learning.

Which domains of school activity have been the most significant in supporting our journey?

Supporting our journey (stewardship; leadership; responsive curriculum, effective teaching and opportunities to learn; Educationally powerful connections and relationships; professional capability; evaluation, inquiry and knowledge building for improvement).



What has been the impact?

STUDENT PROGRESS AND ACHIEVEMENT

Results since the Graduate Profile was implemented have shown considerable shifts in student dispositions for learning, and in their progress and achievement.

Teachers also note a marked increase in student confidence. The number of students deemed to be at risk has significantly decreased.

There is a reduced number of students on the ARR in 2018. This trend is expected to continue.

TEACHING CAPABILITIES

Leaders and teachers have worked really hard to develop consistency of teaching practice across years 1 to 8.

The Graduate Profile forms part of the appraisal process, with the expectation that an inquiry goal should come from the GP.

Student voice is frequently collected and used to improve teaching and learning within the school.

Some teachers were early adopters of the changes within the school and transparency about this allowed respect for others who took longer to accept the changes. However, insisting on a steady and manageable pace of change is leading to consolidated, embedded and sustainable practice.

SCHOOL CULTURE

The school has developed a culture of collaboration and sharing across all staff – leadership, teaching and administration where;

- The Principal and the Deputy Principal share an office, as do the school secretary and the Principal's PA;
- Teachers work collaboratively to support each other to support student improvement. Senior leaders are part of the team;
- There is no stigma to sharing problems of practice. Teachers take shared responsibility for student progress and achievement;
- There is opportunity for ongoing reflection on progress, as a whole staff and within teams, this reflection is marked by professional trust and respect;
- The school hires staff who fit in with the school's collaborative philosophy.
- Teachers work in three teams of two.

What are our continuing and/or next big ideas for development and improvement?

Reviewing our curriculum, ensuring the Graduate Profile drives the design and delivery of the curriculum. Reporting to parents in plain English on the 'whole child', and their skills and strategies as learners, and against the NZC.

