

Canterbury Regional News

15 August 2016

Kia ora,

Thank you to those that have attended one of the funding review information sessions held throughout Canterbury. There are still two sessions to be held in North Canterbury and two in Mid Canterbury. Please [click here](#) for more detail on these. If you have been unable to attend, please contact me with your feedback on any of the proposals that are of particular interest to you. You can also email funding.review@education.govt.nz with any questions. Please note that engagement closes on **Wednesday 31 August** and any feedback needs to be received by us by this date.

The Canterbury Leadership Forum for Communities of Learning was run by The Education Council last week. The theme of the forum was Collaborating for Excellence. There was also a keynote address by Sian Jaquet and a workshop focused on trust building and collaboration.

The NCEA and National Standards data which comes from the Ministry of Education's 2015 Public Achievement Information (PAI) was released last week. The information is intended to build an understanding of the progress and achievement of our students at all levels of the education system. It also helps us to focus attention on where there is limited progress or barriers to achievement and what improvements are needed.

The PAI data released included: 18-year-olds with NCEA Level 2 or above, school leavers attending tertiary (new), school leavers with a Vocational Pathway Award (new), school leavers by highest attainment, retention until at least 17-years-old, National Standards, Ngā Whanaketanga Rumaki Māori and prior participation in ECE (already released as PAI uses year ending March data). I have included more information in this newsletter.

Thank you for the suggestions to focus on programmes, initiatives and support available to schools for students with learning and behaviour needs. We will be including a section in the next newsletter.

Mā te wā,

Coralanne Child

Director of Education for Canterbury



Creating an education network that inspires children to reach their full potential.

More Canterbury students leave school with NCEA

According to newly released figures more Canterbury students than ever are leaving high school with NCEA qualifications. This includes an increase since 2011 in the percentage of all school leavers including Māori and Pasifika with NCEA Level 3. These are great results for the 3844 school leavers who achieved at this level last year. They're well-prepared to make the leap to further work or study.

It's a testament to the tenacity of them and their families. We've all come together as a community since 2011 to work together for the benefit of all learners. Bringing together our education services has proven a powerful tool in the success of our region as has our collective focus on transforming teaching practice, greater collaboration between teachers and the co-construction of learning goals with students.

Many of Canterbury's younger students have also been making headway with National Standards.

In mathematics, for example, we've been focused on growing mathematicians in our schools by supporting students to feel confident and competent with mathematics and mathematics learning. The percentage of Māori students meeting the Standard in mathematics has jumped by three percentage points, or more than a thousand [1044] students since 2012.

We're not stopping there. We've all been dedicated to strengthening National Standards in reading, for example. We're a dedicated and resilient community, and these latest results show we can make a difference in students' lives.

Canterbury PAI data can be found [here](#)



Building a new and better future for education and for the community

Vulnerable Children Act 2014

We've released a practical guide for early childhood education services, ngā kohanga reo, playgroups, schools and kura. This guide provides an overview of the Vulnerable Children Act 2014 (VCA) and the responsibilities of early childhood education services, ngā kōhanga reo, playgroups, boards of trustees, schools and kura. The guide is for managers, leaders and children's workers. Please [click here](#) for the guide.

West Rolleston School Environment award - Congratulations



At the Sensational Selwyn Awards night held recently, West Rolleston School and Establishment Board were awarded the trophy in the environment category for the provision of solar panels in their new build, the school's membership of the SchoolGen programme from the first day of opening and the ongoing environmental education focus in the school curriculum.

These awards celebrate excellence throughout Selwyn and the environmental award promotes and celebrates sustainable management and enhancement of environmental resources.

Image left to right: West Rolleston Establishment Board of Trustees April 2014 – June 2016; Kate Duncan, Trish Hann, Denise Sheat, Sherryll Wilson, Simon McDermott (Board Chair) Absent: Rebecca Scott

A Linwood College publication for English language learners

Here's a great issue of Linwood College's English Language newsletter. The publication showcases students' work and is aimed at getting them to work on the language in a non-traditional way. In this issue: What happens when you mix creativity and culture with cooking and stir gently? You get to taste the sizzling side of multi-cultural Linwood College. [Click here to read the newsletter.](#)



Putting children at the centre of their learning

Official Information Act (OIA) requests

Schools have recently contacted us requesting guidance after receiving an OIA request. Many were unsure if it was spam or a survey and if they had to respond.

Boards of Trustees are subject to the Official Information Act 1982 and the Act requires a response as soon as is practicable, or within 20 working days. However if schools need longer they can extend the timeframe by notifying the requester (there is a particular wording to use).

Suggestions:

- If some of the questions are difficult to respond to or if the information is not held, it doesn't have to be created or estimated.
- If a school isn't sure how to interpret a question, they can contact the requester to seek clarity, or they can go with their own interpretation but be clear in the response about how they interpreted the request.
- It may be helpful if schools add additional information that assists the requester understanding the school's policies/character.
- If answering a question could potentially breach a child's privacy schools might want to consider refusing this part of the request (there are other things to consider before refusing and NZSTA can assist schools with this).
- The Act states that requests should be answered by providing the information in the form the requester asks for example as a questionnaire. However, information can potentially be imparted in other ways – for example by having a conversation.

NZSTA can assist schools responding to OIA requests. Schools may want to coordinate on how they interpret a request and the approach taken; NZSTA can also assist schools with this.

NZSTA provides useful information on their [website](#).