

Kāhui Ako ki Mohua

Achievement Challenge Refresh 2020 -2023

Our Vision

Our Community

Evaluation of Achievement Challenges:

Achievement Challenge: To improve progress and achievement in writing across our Kāhui Ako for Year 4-10 students.

Achievement Challenge: To improve literacy outcomes across our Kāhui Ako for students after 1, 2 and 3 years at school.

Achievement Challenge: To ensure that over 85% of leavers in our Kāhui Ako consistently achieve NCEA Level 2 (with 50% achieving NCEA Level 2 with Endorsements)

Evaluation of Action Plan progress

Our Strategy

Actions taken against our strategy

Consultation

Achievement Challenge #1: The wellbeing of all ākonga in Mohua is prioritised through the implementation of deliberate and collaborative plans.

Our Rationale:

Our Baseline Data/Tools:

Our Plan:

Driver 2: Māori Achieving Success as Māori - Te Ao Māori, Relationships with Manawhenua, and Culturally Responsive, Relational pedagogy

Our Rationale:

Our Baseline Data/Tools:

Our Plan:

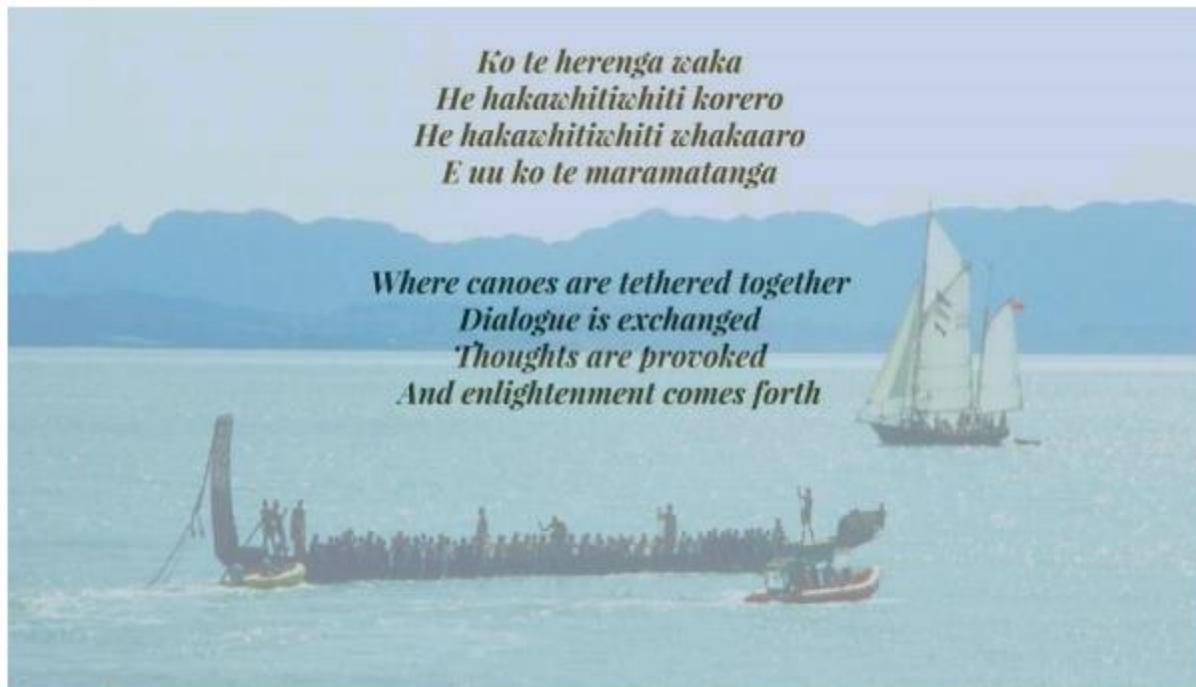
Driver 3: Localised Curriculum

Our Rationale:

Our Plan:

Our Vision

To build a resilient and thriving community of learners and leaders



Our Community

We have been collaborating as a Kāhui Ako since 2017. This document presents our review of progress and development, as well as our refreshed challenges, which are constructed as new “Drivers” for change across our community.

We are:

- Central Takaka School
- Collingwood Area School
- Collingwood Playcentre
- Golden Bay High School
- Golden Bay Kindergarten
- Golden Kids Early Learning Centre
- Kakariki Kids Preschool/Early Learning Centre
- Motupipi Primary School
- Takaka Playcentre
- Takaka Primary School

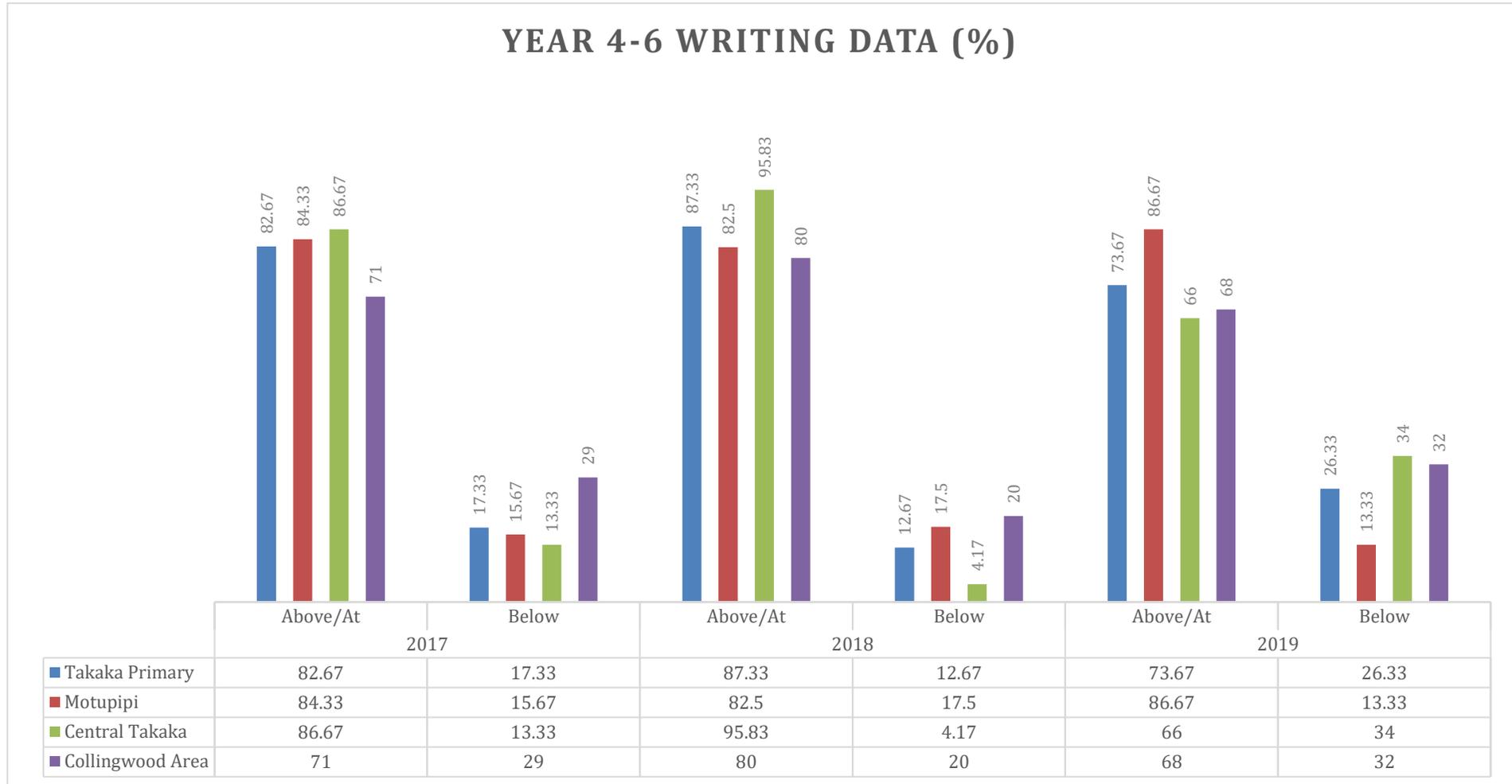
The three Manawhenua iwi of Mohua (Golden Bay) are Ngāti Tama, Ngāti Rārua and Te Atiawa. Onetahua is our beautiful Marae. It represents the three Iwi plus Maata Waka. The Marae was once the old Tarakohe School.

An eclectic community, Golden Bay residents are a mixture of dairy farmers, eco warriors, aquaculturists, small business owners (with a tourism focus), hippies, commune dwellers, horticulturists, artists, performers, outdoor enthusiasts and explorers etc. who live together in a harmonious and supportive manner.

Takaka Hill, the gateway to Golden Bay on SH60, is a geographical barrier and contributes significantly to the isolation of Golden Bay, being difficult to navigate and closed in bad weather. In practice this means that schools often find it difficult to access professional development, or to connect with colleagues from the wider Nelson/Tasman District.

Evaluation of 2017 Achievement Challenges:

Achievement Challenge #1: *To improve progress and achievement in writing across our Kāhui Ako for Year 4-10 students.*



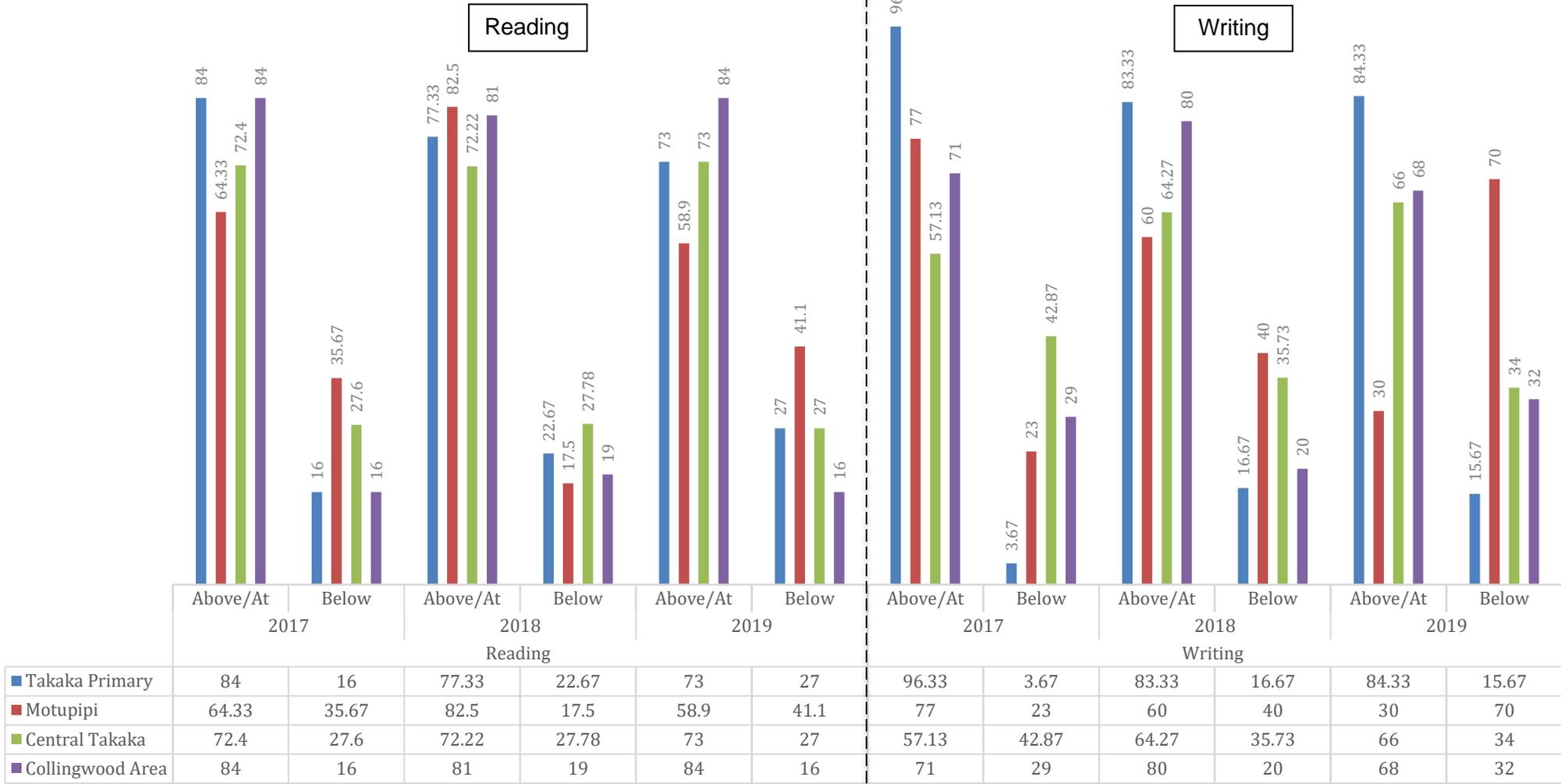
Evidence of impact	Analysis	Next Steps and Refinements
<p>Evidence of impact is variable with some schools showing an upward trend, while others showing fluctuations. Very small cohorts can account for some variation. In some cases only 1 or 2 students can account for 100% of a school's cohort.</p> <p>Furthermore variability can be attributed to inconsistent data gathering regimes across the cohort and</p>	<p>Deeper analysis shows that achievement in Writing has improved in pockets across the Kāhui Ako, particularly from years 4-6.</p>	<p>We believe we need to develop an accurate, collective understanding of what is supporting students across the Kāhui Ako to experience success in Writing. Therefore, we need to shift our attention towards the supporting factors - making these our achievement challenges, as well as ensuring consistent data gathering (assessment tools) to inform accurate data.</p> <p>Therefore, we recommend that the Year 4-10 Writing achievement challenge be removed and replaced with a challenge related to improving teacher practice across the Kāhui ako at all Primary levels through:</p> <ul style="list-style-type: none"> - Authentic and rich localised curriculum - Integrated Literacy programme (localised curriculum) - Relational based pedagogy to support Teacher - Learner - Collaborate consistent strategies across the Kahui Ako to further engage Māori Ākonga

Achievement Challenge #2: To improve literacy outcomes across our Kāhui Ako for students after 1, 2 and 3 years at school.

YEAR 1-3 LITERACY DATA (%)

Reading

Writing



Evidence of impact	Analysis	Next Steps and Refinements
<p>Generally the cohort is achieving above 75% of students At/Above the expected curriculum level. While there has been success in some areas with more students achieving at or above expectation, there are also areas of interest where schools have experienced an increase of learners achieving below expectation across Years 1, 2 and 3.</p> <p>Again, however, inconsistencies are evident around the nature of data gathering across the cohort and in some instances very small cohorts.</p>	<p>Evidence shows that broader literacy outcomes at Years 1-3 across the Kāhui Ako are meeting success in small pockets.</p>	<p>Given the evidence and our analysis, we believe we are closer to developing an accurate, collective understanding of what is supporting students across the kāhui ako to experience success in Literacy in the junior years. Therefore, it is now time to shift our attention towards the supporting factors - making these our achievement challenges.</p> <p>As with Writing, we need to ensure accurate and consistent measurement tools are used across the cohort.</p> <p>Furthermore we recommend the Reading Achievement Challenge be removed and replaced with a challenge related to improving teacher practice across the Kāhui ako at all Primary levels through:</p> <ul style="list-style-type: none"> - Authentic and rich localised curriculum - Integrated Literacy programme (through localised curriculum) - Relational based pedagogy to support Teacher - Learner - Collaborate consistent strategies across the Kahui Ako to further engage Māori Ākonga

Achievement Challenge #3: To ensure that over 85% of leavers in our Kāhui Ako consistently achieve NCEA Level 2 (with 50% achieving NCEA Level 2 with Endorsements)

NB: The endorsement aspect is an impossible challenge to measure as the endorsements for school leavers are not provided statistics. We can give an indicator about endorsements for those present at school (which are reworked as a % of all students, not those that achieve). 50% was also a completely unrealistic percentage even if applied to those present at school given that the New Zealand Decile 4-7 average is less than 30%.

Evidence of impact	Analysis	Next Steps and Refinements
<p>Level 2 leavers GBHS</p> <ul style="list-style-type: none"> ● 2017 86.4% ● 2018 90.0% ● 2019 84.0% <p>Level 2 Leavers CAS</p> <ul style="list-style-type: none"> ● 2017 92.3% ● 2018 82.3% ● 2019 83.3% <p>Endorsements GBHS L2 % of those that sat</p> <ul style="list-style-type: none"> ● 2017 18.2% ● 2018 21.9% ● 2019 27.2% <p>CAS endorsement data not valid due to very small cohort sizes.</p>	<ul style="list-style-type: none"> ● The numbers of students are low so that it is difficult to identify trends, especially at CAS. ● Pass rates are approximately on track. ● Endorsements at GBHS are improving. 	<ul style="list-style-type: none"> ● Māori students continue to achieve lower NCEA results than the cohort across most measures at GBHS, so a focus on Te Ao Māori, and culturally responsive relational pedagogy is considered a priority. ● Students more connected to their learning are more likely to achieve high results, so the focus on localised curriculum also makes sense.

Consultation

A review hui was held late in 2019. This was attended by a range of leaders and kaiako from schools and ECE. There was general support for more focussed drivers moving forwards, with the concept of collaborating when $1 + 1 = 3$ or more!

Our across Kāhui Ako 'Teacher Only Day' planned for late March was cancelled due to COVID-19. A facilitated workshop was planned to focus on where to next with the Achievement Challenges.

Since then the Leaders have reviewed our previous Achievement Challenges using the data from each of our settings. Data and survey results from individual settings have been used to inform the refreshed challenges.

Achievement Challenge #1: The wellbeing of all ākonga in Mohua is prioritised through the implementation of deliberate and collaborative plans.

Our Rationale:

Wellbeing is a significant concern across New Zealand. It is a national priority.

Our 2018 NZCER Wellbeing survey in all Mohua schools pointed to areas of concern.

Anecdotal and hard data evidence is that the wellbeing situation for our Mohua Ākonga has worsened since Covid 19. For example, there is an overwhelming increase in secondary student mental health referrals including an approximate tripling of dual enrolments in Southern Health School for Mental Health issues, Guidance Counsellors are unable to meet student demand, and there are significant wellbeing concerns in post Covid feedback from students and whānau across settings. There is a documented increase in attendance anxiety and unregulated behaviour across the settings.

We have some evidence that we can make a difference. For example, anxiety around the transition to High School was identified as an issue. In 2019, Te Whare Mahana facilitated a 5 week course in Dialectical Behaviour Therapy for Year 6 students (and their whānau) at the three Mohua Primary Schools. There is now evidence (less pastoral issues, less attendance issues, etc) that this year's Year 7s who have transitioned to high school from these primary schools, have been relatively resilient, and in general coped better with Covid than, for example, the Year 8 students who did not go through the DBT programme.

This is evidence that providing joined up wellbeing programmes across the Kāhui Ako, and including whānau, does make a difference. We now believe that it is time to work more deliberately together on the wellbeing of our Ākonga.

Supporting Targets:

By the end of 2023,

1.1 All settings will have developed, implemented and shared plans for improving the wellbeing of Ākonga.

1.2 NZCER Wellbeing data will reflect a positive impact of programmes on the wellbeing of Ākonga

Our Baseline Data/Tools:

Baseline data

- The NZCER Wellbeing in Schools (or another appropriate survey tool) will be undertaken in 2021 (note – the 2018 data is not reliable)
- Gather and collate 2021 Term 2 attendance data

We will measure our progress towards our supporting targets using

- Comparative data from the 2023 NZCER Wellbeing in Schools survey and the baseline Wellbeing in Schools survey
- Attendance data for Term 2 in 2022 and 2023 compared with 2021 data.
- Ākonga, whānau and kaiako voice gathered annually in 2021 and 2022 as it occurs naturally in school and ECE feedback and consultation processes.

Our Plan:

We will collaborate to develop shared understandings and to support growth and change through:

- Developing a shared understanding of what Ākonga wellbeing looks like
- Gather baseline data from individual settings to identify aspects of wellbeing to focus on.
- Undertake the NZCER Wellbeing in Schools survey (in schools) and analyse data both within schools and across the Kahui.
- Develop, share, implement and monitor wellbeing plans
- Aligning the mahi for this achievement challenge with #2 and #3.

Achievement Challenge #2: Māori Achieving Success as Māori - Te Ao Māori, Relationships with Manawhenua, and Culturally Responsive, Relational pedagogy

Our Rationale:

1. We feel a strong and collective moral imperative to better serve our Māori Ākonga and whānau.
2. Publicly available achievement data demonstrates that Māori Ākonga leave schooling from Kāhui Ako ki Mohua with significantly lower achievement outcomes than the cohort. Results are inconsistent for Leavers with Level 2, and the real disparity is evident with UE.

a. GBHS Leavers with Level 2

%	2015	2016	2017	2018	2019 prov
Total	69.4	97.9	86.4	90.0	84.0
Maōri*	40.0	100	100	80.0	66.7
NZ	Approx 80	Approx 80	Approx 80	?Approx 80	Approx 79

b. GBHS Leavers with UE

%	2015	2016	2017	2018	2019 prov
Total	30.6	41.7	20.5	22.5	28.0
Maōri*	0	0	0	20.0	8.3
NZ	Approx 40	Approx 40	Approx 40	Approx 40	Approx 39

3. Two schools have been part of Culturally Responsive and Relational Based Learning PLD, and have gathered evidence through surveys and walkthroughs. The data demonstrates a need for considerable further mahi in this area. (One school is in the 'middle results' of the Ann Milne graduate profile and the other school has the majority of teachers in the 'lower middle results' for Rongohia te Hau walkthroughs).

4. A community survey at a third school saw 75% of respondents calling for an increase in Reo and Māori culture in the curriculum.
5. A Reo Rua is operating at one Primary School but there is currently no bilingual pathway into Secondary. Students, whānau and manawhenua are demanding the pathway.
6. Manawhenua ki Mohua voice is strong about the need for a focus on Ākonga language, identity and culture.

Supporting Targets:

By the end of 2023,

- 1.1 School leaver achievement data will show a trend of improving outcomes for Māori Ākonga. (Note - due to small cohort sizes, trends rather than specifics are appropriate)
- 1.2 Māori voice across the settings will reflect higher connection, engagement and motivation

Our Baseline Data/Tools:

We will measure our progress towards our supporting targets using

- Comparing school leaver NCEA data in 2021 and 2022 with baseline 2019 data
- Feedback from Manawhenua ki Mohua gathered annually in 2021 and 2022.
- Ākonga, whānau and kaiako voice gathered annually in 2021 and 2022 as it occurs naturally in school and ECE feedback and consultation processes.

Our Plan:

We will collaborate to develop shared understandings and to support growth and change through:

- Clearly defining effective teacher practice and outcomes in partnership with Manawhenua, and utilising Ka Hikitia (Māori Language in Education; Primary & Secondary Education; Early Learning)
- Working with whānau to deepen educationally powerful connections with whānau
- Engaging in appropriate PLD to enhance teacher practice aligned to each school/centre's identified needs
- Responding to whānau aspirations for culturally capable schools and services
- Aligning the mahi for this achievement challenge with #1 and #3

Achievement Challenge #3: Localised Curriculum

Our Rationale:

1. Learners feeling more connected to the curriculum leads to greater engagement. Feedback through post Covid lockdown student interviews, Rongohia te Hau and community surveys across a range of settings indicates gaps in engagement and connection.
2. School leavers are leaving with lower achievement levels at UE than the national average. (See graph in #2).
3. Schools and ECEs which have developed or begun to develop their local curriculum have evidence of the positive impact on engagement.
4. Manawhenua ki Mohua has verbalised their desire for all Mohua Ākonga to learn about the histories and stories of Mohua. There needs to be a coordinated and connected approach to this.

Supporting Targets:

By the end of 2023,

3.1 Local curriculum plans will be in place across Kāhui Ako ki Mohua

3.2 A trend of improving Ākonga engagement, motivation and outcomes will be evident

Our Baseline Data/Tools:

We will measure our progress towards our supporting targets using

- Comparative data from the 2022 NZCER Wellbeing in Schools survey and the 2020 NZCER Wellbeing in Schools survey
- Feedback from Manawhenua ki Mohua in 2021 and 2022.
- Ākonga, whānau and kaiako voice gathered annually in 2021 and 2022 as it occurs naturally in school and ECE feedback and consultation processes.

Our Plan:

We will collaborate to develop shared understandings and to support growth and change through:

- Working together as a trial Kāhui Ako for Aotearoa New Zealand Histories
- Working with Manawhenua ki Mohua to develop a coordinated approach to localised curriculum, which encompasses aspects which are shared, and aspects which are unique to each setting
- Utilising our local area to provide authentic learning experiences and contexts for all learners
- Spending a full day working with all educators in Mohua to experience and share local curriculum.
- Gathering feedback from Ākonga, whānau, kaiako and manawhenua about the impact of the local curriculum focus.
- Gathering and sharing engagement and achievement data.
- Aligning the mahi for this achievement challenge with #1 and #2.