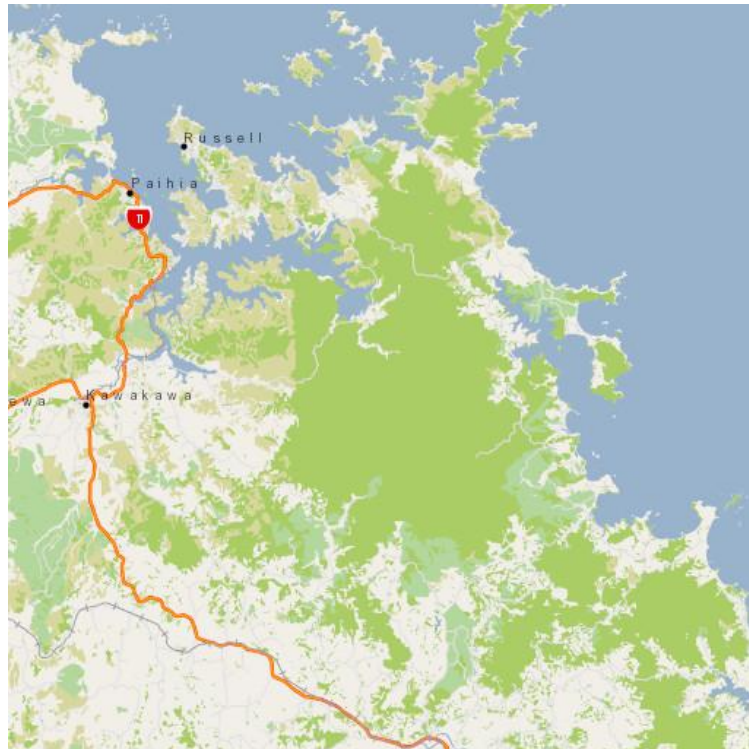


# Achievement Challenge Plan

## Peowhairangi Kāhui Ako



**“Success in Peowhairangi is achieved when we work together doing whatever it takes to raise achievement”.**

# Contents

Vision Statement	P3	
Background	P3	
Student Profile	P4	
Graduate Profile	P4-5	
Process for Engagement	P5	
Data Analysis	P5-6	
Baseline Data	P6-7	
What do we want achievement to look like?	P7-8	
Achievement Challenge 1: Transitions	P8-9	
Achievement Challenge 2: Relationships	P10	
Achievement Challenge 3: Personalised Pathways	P11-12	
Our Approaches to the Challenges	P12	
<b>Memorandum of Agreement</b>	<b>Redacted</b>	<b>P13-18</b>

## Vision Statement

**“Success in Peowhairangi is achieved when we work together doing whatever it takes to raise achievement”.**

The ‘we’ includes all stakeholders, schools, members of our community, marae, whānau. It includes success, who we are, where we are from, and working together.

## Background

Peowhairangi Kāhui Ako is comprised of the following education providers:

- Bay of Islands College
- Karetu School
- Kawakawa Primary School
- Paihia School
- Pakaraka School
- Maromaku School
- Moerewa School
- Paihia-Waitangi Kindergarten
- Te Waenganui Childcare Centre
- Oromahoe Kindergarten

We are currently working to support our local Early Childhood and Māori Medium schools to join our Kāhui Ako and positively welcome their involvement. Other schools and Early Childhood providers are waiting and watching from the side lines. It is hoped that the Kāhui Ako will expand further through communication and the gathering of positive momentum.

The schools and Early Childhood centres of the Peowhairangi Kāhui Ako decided to work together to take collective responsibility for improving the engagement of our tamariki and rangatahi in learning and raising their achievement. This will be achieved through sharing teaching and learning expertise between schools.

The Peowhairangi Kāhui Ako includes a strong network of passionate leaders and learners who are motivated to provide high quality learning environments. We welcome the potential the Kāhui Ako offers to support this.

We are committed to developing our teachers’ individual and collective capacity to attend to the needs of every learner. We see increased potential for learner-focused collaboration including educator development and career progression.

The main focus of the Kāhui Ako is to develop a successful pathway for all learners from preschool through to Year 13 and beyond. We see we have an opportunity to enable transformative change in the way learning occurs for students in the Peowhairangi community with a focus on high quality and high equity leading to success for every learner.

Our Kāhui Ako will be underpinned by the principles of the New Zealand Curriculum, Te Marautanga o Aotearoa, Te Aho Arataki Marau mō te Ako i Te Reo Māori, and an expectation that every participant will be an active, confident, connected, lifelong learner.

# Student Profile

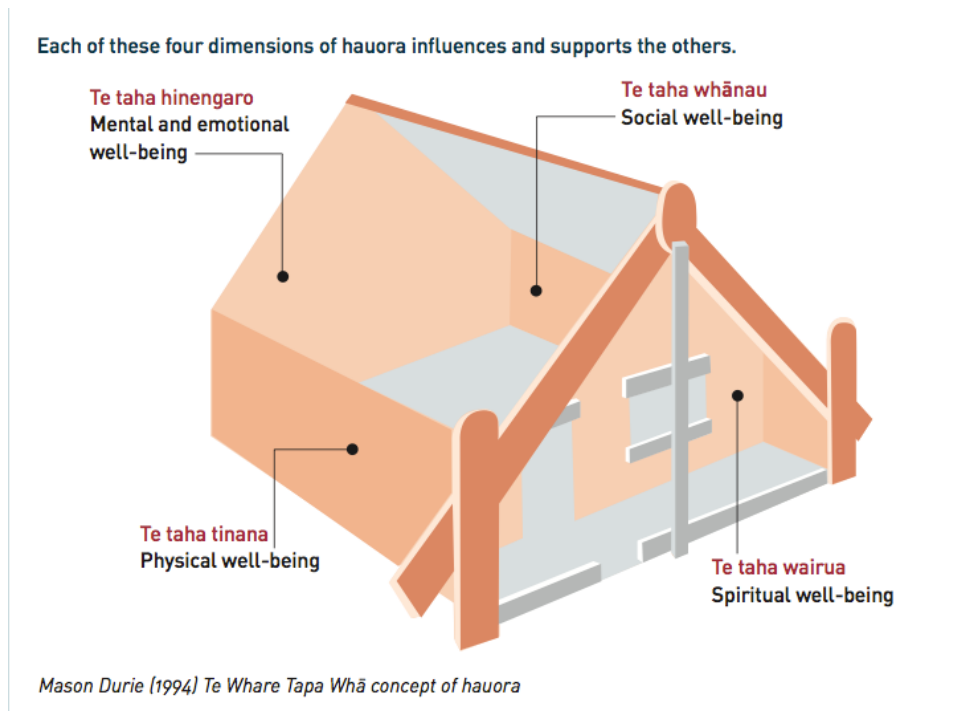
As at September 2018, our Kāhui Ako has 1070 students.

European/Pākeha	122	11.6%
Māori	890	84.8%
Pasifika	20	1.9%
Asian	15	1.4%
MELAA	1	0.1%
Other	1	0.1%
International	0	0.0%
TOTAL	1,049	

# Graduate Profile

Our Peowhairangi graduate student profile is an amalgamation of the graduate profiles of each of our schools and ECE providers. It has evolved through discussion and agreement upon what is important to each of us as learning facilitators, and ultimately what is seen as being most beneficial to the success of each individual.

We have also drawn reference from Te Whare Tapawhā health model developed by Sir Mason Durie.



The model's strong foundations of a whare illustrate the four dimensions of Māori well-being. Should one of the four dimensions be missing or in some way damaged, a person, or a collective may become 'unbalanced' and subsequently unwell.

## **Process for Engagement and Initial Thinking**

Education leaders have been meeting to develop the Kāhui Ako since mid-2016. Following an initial meeting at Bay of Islands College it was agreed that an Expression of Interest to form a Kāhui Ako would be presented to the Ministry of Education. This led to assistance being given by Lead Facilitator Tim Andersen from the Ministry of Education. Another meeting was hosted at Kawakawa Primary School and representatives from most Southern Bay of Islands Schools and their Boards attended. It is from this meeting that a core group of leaders continued to work towards the goal of establishing a functioning Kāhui Ako.

Throughout this time we engaged in collaborative and robust professional discussions, engaged with the Ministry of Education, considered a presentation from the NZSTA regarding their understanding of and involvement in the COL Strategy, and engaged with iwi. We have also presented data to each other regarding our individual schools, including student achievement data, strengths, and challenges.

Schools and Early Childhood centres registered their commitment to raising student achievement, and further highlighted their wish to explore innovative and rich learning opportunities as the basis to bring about positive outcomes for students, whānau and communities within Peowhairangi.

There was a mutual understanding of the need for longer term and shared intervention strategies that can be developed and measured over time. There is also a common understanding that we need to look beyond specific interventions and address the 'whole picture' that will lead to all Rangitahi celebrating success.

We registered our interest to strengthen connections between Early Childhood, Primary, Secondary, and Tertiary levels. We recognise that each level of the education sector has an opportunity to learn from each other, and gain new perspectives. Recognition of the importance, and giving effect to the positive transitioning for students and their whānau, between Early Childhood, Primary and Secondary, was considered as an innovative focus for impacting on student achievement outcomes.

A final dimension to the overall success of our students is the identification and development of *Pathways to Success* which will give Rangitahi alternative but no less valuable opportunities to succeed once their formal schooling has been completed. It is envisaged that once these pathways are established, Rangitahi will not only stay at school longer, and school will be seen as more purposeful and worthwhile.

## **Data Analysis**

The data used as the basis for our goals and actions was drawn from a number of sources including:

- Each school's National Standards data for 2016 and 2017
- Each school's in depth data on student achievement.
- Education Review Office summative report for our Kāhui Ako.
- Each school's strategic goals in consultation with each of their communities.

This data was gathered and analysed to determine where best to focus PLD in order to raise student success. The Kāhui Ako has focussed data gathering and analysis around only the first achievement challenge as it was felt this was the best match.

## Baseline Data

### Writing Years 1 - 9

Writing 2016			Writing 2017		
Well Below	Below	At or Above	Well Below	Below	At or Above
32	86	76	20	44	143
20	40	106	21	39	140
38	63	57	46	62	28
6	22	35	6	19	46
5	11	38	3	14	36
4	5	21			
<b>105</b>	<b>227</b>	<b>333</b>	<b>104</b>	<b>189</b>	<b>392</b>
16%	34%	50%	15%	28%	57%

### Reading Years 1 – 9

2016			2017		
Reading			Reading		
Well Below	Below	At or Above	Well Below	Below	At or Above
42	16	16	19	16	24
27	66	10	10	50	147
25	31	110	13	34	153
27	53	78	39	47	49
12	9	42	12	20	39
6	9	39	4	8	41
2	6	22			
<b>141</b>	<b>190</b>	<b>317</b>	<b>92</b>	<b>169</b>	<b>429</b>
22%	29%	49%	13%	24%	62%

## Mathematics Years 1 - 9

Maths			Maths		
Well Below	Below	At or Above	Well Below	Below	At or Above
38	21	0	42	19	10
25	105	64	16	44	147
32	29	105	19	36	145
33	51	74	40	56	39
6	10	47	6	30	35
4	10	40	2	14	37
0	2	28			
<b>138</b>	<b>228</b>	<b>358</b>	<b>117</b>	<b>192</b>	<b>393</b>
19%	31%	49%	17%	27%	56%

## What we want achievement within the Peowhairangi Kāhui Ako to look like?

As we set out on this journey of ongoing inquiry together, we are committed to successful outcomes for all students. We aim to bring together our individual strengths as a collective to establish effective seamless interventions, strategies and innovations from ECE through to Year 13 and beyond that are sustainable. The effectiveness of these outcomes will be measured over time so we can monitor and review progress.

The evaluation of successful outcomes for students will include the measurement of achievement against:

- Curriculum Levels.
- The Learning Progression Frameworks.
- Ngā Whanaketanga Rumaki Māori where applicable.
- NCEA achievement results (including NCEA Level 1, Level 2, Level 3, Literacy and Numeracy, University Entrance and NCEA Endorsements.
- Student engagement and wellbeing.
- Attendance

A major focus for the Kāhui Ako will be in aligning assessment methodologies so there is a common, shared understanding of strengths, needs and next steps for all learners from ECE - Year 13. This will also strengthen and inform progressions required more effectively and seamlessly throughout a student's learning pathway.

At present each school uses its own individual methodologies for assessment. We have identified the need to moderate our understandings of achievement data and information across the Kāhui Ako to ensure a consistent approach to developing progress and achievement. The recent removal of National Standards has also added a level of complication to both the data gathering and its interpretation. A common approach will need to be developed and shared across the Kāhui Ako to lend consistency to both PLD implementation and data measurement.

We also strongly believe that successful outcomes for students should be extended to include:

1. Developing **personalised pathways** for each of our learners
2. Identifying current barriers to effective **transition** and devising innovative approaches to help students move confidently into the next stage of their education.
3. Improving and supporting **effective teacher practice**
4. Continuing to develop **whānau and community engagement**

## Achievement Challenges

The Peowhairangi Kāhui Ako is committed to achieving the targets of:

- Increasing the number of students who achieve at or above in Writing/tuhituhi, Maths/ Pangarau and Reading/ Panuitia in Years 1 - 8 from 392 (57%) to 548 (80%) Writing, 393 (56%) to 562 (80%) Maths, 429 (62%) to 623 (80%) Reading over a three year period.
- Increasing the number of school leavers who achieve NCEA Level 2 from 68 (74.1%) to 74 (80%) over a three year period.
- All children identified with moderate to high learning needs (more than two years below curriculum expectations in reading and writing) will be progressing well against the goals in their individual learning plans.

## Approaches to Address Our Achievement Challenges

### Approach 1: Working together to create a smooth transition between agencies and education facilities

#### ACTIONS

1. Improve our shared understanding of the transitions experienced by children as they move through their schooling.
2. Develop cohesive, well designed local curricula.
3. Agree and implement transition procedures involving graduate profiles and incorporating parent participation.
4. Develop negotiated graduate profiles between transition points.
5. Actively involve parents and whānau in transition.
6. Develop systems to measure student progress within Individual Learning Plans.



7. Collaborate with MOE, our whānau, iwi, community and related social agencies to update our Learning Support Model.
8. Explore the Inclusive Practice Tool.
9. Develop an IEP for each identified student.
10. Use the findings of the ERO Report, “Accelerating the Progress of Priority Learners in Primary Schools” (May, 2013).
11. Continue pro-active steps to encourage increasing early childhood education engagement in Peowhairangi membership, planning and implementation.

## **OUTPUTS**

1. Smooth transition processes operating across all schools and levels in an environment of clear expectations.
2. Maximise parents involved in transition activities.
3. Priority learners working independently.
4. Plans promote integration and engagement across Peowhairangi.
5. Comprehensive individual learning plans cater for children with additional learning needs.
6. Engagement in dialogue with students, whānau and community caters for our diverse range of learners.
7. Agreed learning goals identified and relevant transition support provided.
8. Shared data is consistent, reliable and trusted.
9. Ongoing self-review of current practice maintained and supported.
10. Schools better able to accommodate the learning needs of children transitioning from ECE Centres.
11. Drop off in attendance, progress and achievement rates eliminated.
12. More students remaining in school achieving NCEA Level 2 or above.

## **Approach 2: Facilitate student success through positive school and whānau engagement in culturally responsive settings.**

### **ACTIONS**

- 1. Utilise the Student Focused Methodologies in MOE support material for NCEA Level 2 priority students, with an emphasis on the rubrics of progress relating to NCEA student support.**
- 2. Develop sources of evidence around higher engagement.**
- 3. Address the learning needs of identified groups of priority learners.**
- 4. Support students in developing their understanding and expectations of their own learning. Establish strategies to achieve these.**
- 5. Strengthen community knowledge of learner pathways and review the effectiveness of the support provided by the local curriculum.**
- 6. Utilise student voice and conference with all students.**
- 7. Develop community-wide approaches to careers education.**
- 8. Utilise and make referrals to TTAS.**
- 9. Encourage all schools to join the Rock On Programme.**
- 10. Establish an inter-agency group.**
- 11. Devise a system for locating, accessing and delivering resources.**
- 12. Peowhairangi planning aligned to Iwi Education Plans.**

### **OUTPUTS**

- 1. Student, teacher and whānau voice and efficacy being actively used as indicators of engagement, motivation and confidence.**
- 2. High quality support is meeting the needs of students and whānau.**
- 3. Evidence that student learning, progress, aspirations, course of study and needs for future pathways are well understood.**
- 4. Whānau well informed and able to participate confidently in achievement-based conversations with their school and their children.**
- 5. Student attendance rates are at a minimum of 80%.**

## **Approach 3: To guide our learners towards reaching their potential by identifying personalised pathways through which they can achieve success.**

### **ACTIONS**

1. Co-construct pathways with involvement from all stakeholders
2. Teachers and leaders engage in collaborative inquiry.
3. Assess the impact of teaching on student achievement and progress by closer tracking and evaluation.
4. Increase the utilisation of RTLB resources.
5. Utilise SAF expertise and advice.
6. Promote student learning through the integrated use of Tātiako cultural competencies.
7. Inquire into, and build on effective teaching practices already in evidence across Peowhairangi.
8. Utilise the Spiral of Inquiry to seek new pedagogy and conditions for learning.
9. Develop robust cross-curriculum moderation of achievement judgements which include the use of PacT.
10. Shape a job description aligned to the role of an across-school teacher.
11. Literacy Focus Team to develop a Peowhairangi Professional Learning and Development application.
12. Develop consistently reliable systems for internal and across-school moderation.

### **OUTPUTS**

1. All students are able to articulate what success means to them.
2. Parents and whānau are involved in supporting student pathways.
3. Learning needs of all students are being met through shared understandings about pedagogy, each school's community and best ways to meet the learning needs of students.
4. Success of acceleration-focused initiatives and programmes reviewed regularly.
5. Teachers demonstrate their collective ability to analyse and moderate achievement information is being enhanced.
6. Teacher practice and understanding of achievement is further developed.
7. Students have opportunities to recognise their true potential and to reach their own personal best.

- 8. Over 3 years, the number of Year 1 to 8 children achieving at or above expectations in Reading will increase from 429 (62%) to 623 (80%).**
- 9. Over 3 years, the number of Year 1 to 8 children achieving at or above expectations in Writing will increase from 392 (57%) to 548 (80%).**
- 10. Over 3 years, the number of Year 1 to 8 children achieving at or above expectations in Mathematics will increase from 393 (56%) to 562 (80%).**
- 11. Over 3 years, the number of school leavers achieving NCEA Level 2 will increase from 68 (74.1%) to 74 (80%).**

In addressing our Achievement Challenges, we have identified the following parties to support our approaches:

- New Zealand Schools' Trustees Association (NZSTA) and boards of trustees are in the process of developing a stewardship group with ongoing support for this group from NZSTA
- Regular meetings of school principals
- Boards of Trustees' commitment to the Community of Learning within a Memorandum of Agreement and receiving regular progress report
- ERO progress reports
- An inter-agency approach in the development of the Learning Support model for Peowhairangi