

# NORTHERN WAIROA

## Kāhui Ako

2019 - 2021 Achievement Plan



# Northern Wairoa Kāhui Ako Achievement Challenges

## Our Vision

***Proud and engaged learners empowered  
through a Culture of Care***

## Curriculum Visions

“That children are competent and confident learners and communicators,  
healthy in mind, body and spirit, secure in their sense of belonging  
and in the knowledge that they make a valued contribution to society.”  
*Te Whariki*

All students achieving educational success as confident, connected,  
actively involved, life-long learners.  
*New Zealand Curriculum*

# Our Kāhui Ako Community

The Northern Wairoa Kāhui Ako consists of eight schools in the Northern Wairoa area. They include schools in rural and isolated-rural areas. There are also eight ECE service providers who are part of the Northern Wairoa Kāhui Ako.

Geographically the Kāhui Ako is widely spread. There is at least 120 kilometres between the most isolated schools, almost two hours travel. Many meetings are based in Dargaville which is about an hour's drive for two of the schools.

The Kāhui Ako consists of one secondary school (Year 9 to 13), two contributing primary schools and six full primary schools. Dargaville High School also has responsibility of the Alternate Learning Centre, based in Dargaville.

Three schools have sole charge Teaching Principals.

School	School Type
Arapohue School	Full Primary School
Dargaville High School	Secondary School
Dargaville Primary School	Contributing Primary School
Kaihu Valley School	Full Primary School
Matakohe School	Full Primary School
Pouto School	Full Primary School
Ruawai Primary School	Contributing Primary School
Tangowahine School	Full Primary School
Te Kopuru School	Full Primary School
Tinopai School	Full Primary School

Of the Early Childhood Education providers, three are kindergartens, three play-centres and two playgroups.

ECE Provider	ECE Type
Aranga Puna	Playgroup
Dargaville Free Kindergarten	Kindergarten
Dargaville Playcentre	Playcentre
Mamaranui Playcentre	Playcentre
Pouto Puna	Playgroup
Ruawai Kindergarten	Kindergarten
Selwyn Park Kindergarten	Kindergarten
Te Kopuru Playcentre	Playcentre

# Our Kāhui Ako Community

## From the ERO Report for the Kāhui Ako:

Common Strengths include:

- Improvement focussed charter and guiding documents. ERO have noted an improvement in the quality of such documents reflecting the school and community that they represent.
- Boards of Trustees are receiving more useful information about learning and wellbeing from the strengthened charter targets and reporting.
- Student achievement information is being collated, analysed and reported with greater clarity and specificity.
- Actively involving the parents in the life of the school, deepening long standing and community relationships.
- Providing authentic, meaningful learning opportunities to engage students.

Areas for Improvement include:

- Having a strategic focus on the achievement and engagement of boys.
- Building on existing whānau relationships to develop focussed learning partnerships.
- Developing transition processes across and within schools.
- Formally evaluating the quality of programmes, to gather sufficient evidence for changing or refining approaches to supporting accelerated progress.
- Implementing greater opportunities for student agency in learning and students' ownership in their own learning pathways.

The Kāhui Ako provides the ideal opportunity for a coordinated and collaborative approach to grow teacher capacity through:

- Developing shared expectations for teaching and learning practices.
- Building a culture of teaching inquiry through robust appraisal processes.
- Focusing on strategies to accelerate progress for identified priority learners.
- Developing and using consistent moderation practices across schools.

# Our Kāhui Ako Community

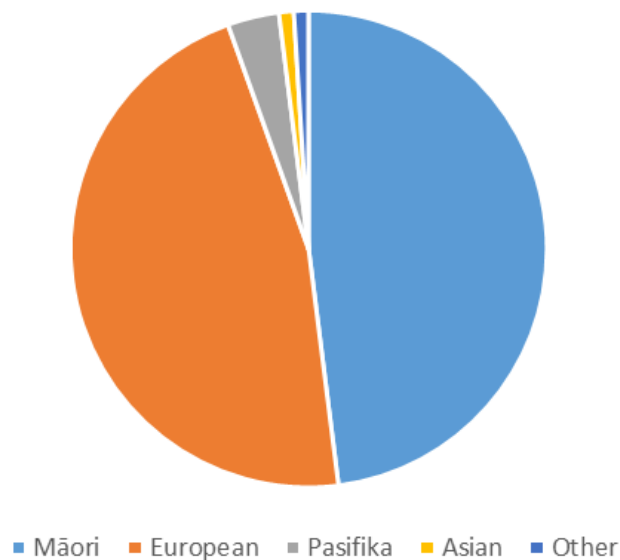
## Student Numbers

Year Grouping	Number of Students
ECE	~200
Year 1	40
Year 2	49
Year 3	68
Year 4	46
Year 5	61
Year 6	48
Year 7	27
Year 8	14
Year 9	95
Year 10	104
Year 11	100
Year 12	85
Year 13+	75
<b>TOTAL</b>	<b>1012</b>

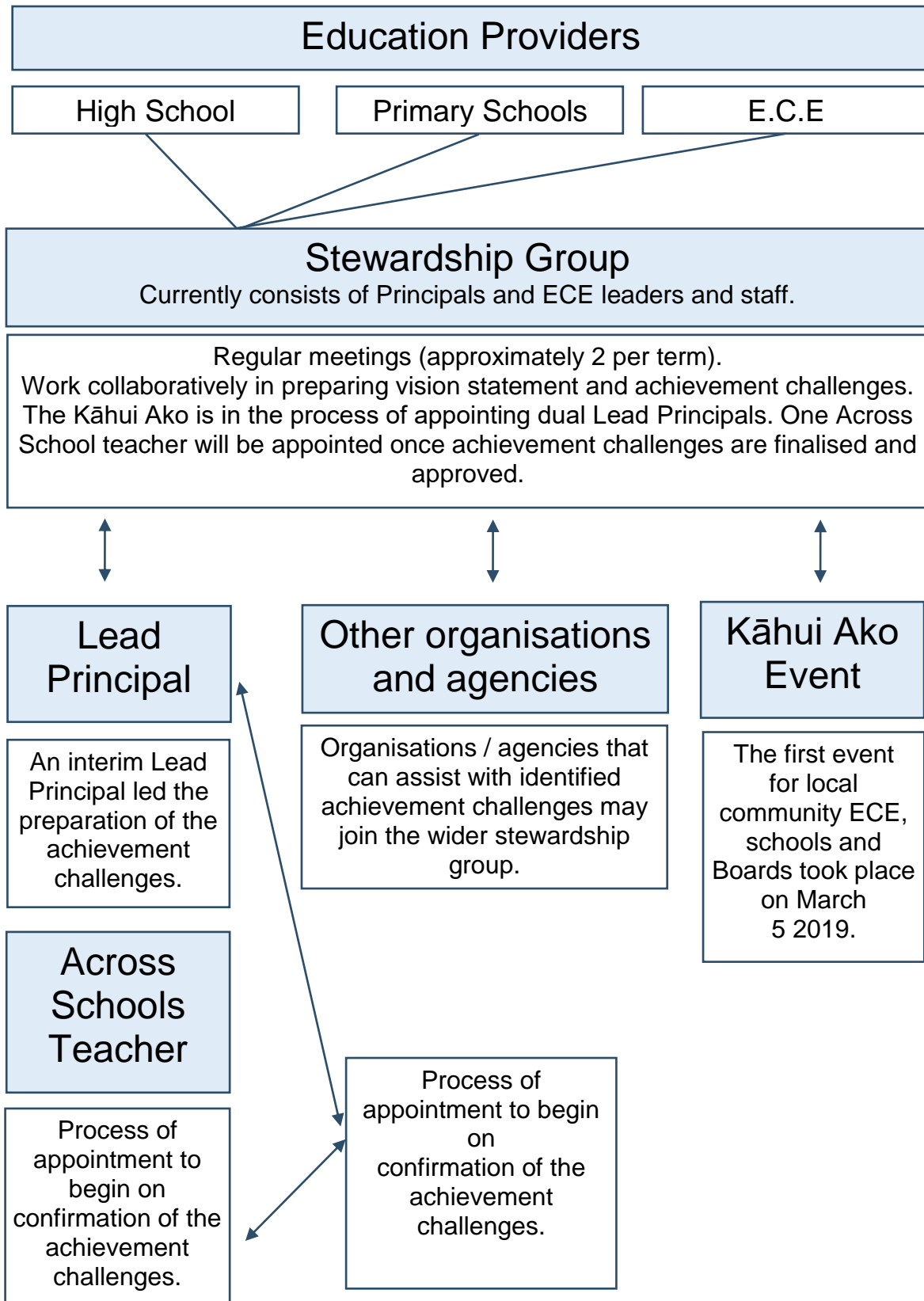
## Student Ethnicity

Overall 48% of school students identify as Māori. The variance between schools ranges from 30% to above 90%. A small group of students that identify as Pasifika (3.5%) with Asian and other being 1% respectively.

### Student Ethnic Breakdown



# Structure of the Kāhui Ako



# Collaborative Inquiry:

How did we arrive at our achievement challenges?

The schools and ECE providers of the Northern Wairoa Kāhui Ako have a collaborative relationship, which very quickly arrived at having a collective responsibility for the success and outcomes of all learners across the schools in our community.

Over the last 18 months there have been a number of meetings, generally involving the Principals and ECE leadership group. School visions and strategic plans were shared as well as discussions around educational philosophy. A common goal was recognised and all agreed that wellbeing would be a key area of focus. Results from the NZCER *wellbeing@school* surveys were shared and discussed. These results indicated that relationships were an area that could be worked on.

Through brainstorm sessions, we agreed that improved student achievement is deeper than just having a focus on reading, writing and numeracy. It was also agreed that empowering our learners would be important in increasing achievement.

## Our Shared Approach to Improvement

From the outset, with the formation of the Kāhui Ako, working collaboratively and being able to share has been key to the way the group has moved forward and developed our achievement target goals.

All discussions had our students at the centre of planning, and quickly wellbeing was established as a key focus that we all agreed would engage our students and strengthen relationships through and beyond the learning journey.

Central to the culture of care has been Te Whare Tapa Wha model developed by Mason Durie. This is best described by the model below.



# Our Shared Approach to Improvement

Through several workshops with the Springboard Trust, the mission statement was finalised and a strategic plan developed. The achievement challenges came out of these.

The Principal and ECE Leadership group have worked to refine the achievement challenges and these all fell under the umbrella of facilitating student engagement, learning and achievement through a culture of care. Time was spent discussing baseline data and how progress towards the achievement challenges could be managed.

A meeting of all teachers and principals from the Kāhui Ako and all other Northern Wairoa schools, was arranged to provide an update of progress towards the achievement targets and next steps. Kathryn Burkett was engaged as a keynote speaker.



*Educators and Board Members after the presentation by Kathryn Burkett*



# Our Achievement Challenges

Facilitate student engagement, learning and achievement through a culture of care encompassing

Wellbeing	Authentic and meaningful learning through a developed local curriculum	Transitions into, through and beyond ECE, Primary and Secondary education
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## Aligning our strategic goals to the Achievement Challenges

Getting to know our akonga.	Enhancing Mana.	Building a sense of belonging.
Students being well prepared for learning and progressing towards our graduate profile.	Local knowledge building - whānau etc...	Effective induction programmes.
Strengthening wellbeing using Te Whare Tapa Wha model.	Innovative Literacy / Numeracy strategies with a local context.	Common Language established.
	Upskilling staff in local Curriculum.	Developing learner profiles and enhanced student agency in their learning pathways.



## School / Teacher actions

Actively planning activities in schools and classes to improve wellbeing (MoE Five Ways to Improve Student Wellbeing). Healthy Schools programme.	Using Local Curriculum Design Tool to assist in developing a strategy guiding local curriculum. Improving learning outcomes for students, particularly boys.	Working collaboratively to develop effective induction programmes and learner profiles.
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## Measuring progress of Achievement Challenges

Wellbeing survey. Attendance. Te Whare Tapa Wha model.	Local curriculum achievement objectives to be developed to guide local curriculum.	Learning profiles at key transition points. Student voice and whānau voice.
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## Achievement Targets

All schools able to demonstrate effective well-being strategies in all aspects of Te Whare Tapa Wha. Increasing the attendance rate for the Kāhui Ako by 10% to 66.7%. That the rate of suspensions reduce from 6.2 per 1000 down to 4%, to be below the national suspension rate. For all schools in the Kāhui Ako to undertake the NZCER wellbeing@school survey with more than 90% of students responding positively for the statements 'I feel I belong at school' and 'I feel safe at school'.	Developing a consistent strategy to guide local curriculum development across the Kāhui Ako and represent the progressions for ECE to primary and primary to secondary. Students to show competence in the local achievement objectives (skills and knowledge). Collaborating on innovative strategies with a local context, to improve student outcomes, particularly boys. A graduate profile is developed for the Northern Wairoa Kāhui Ako.	Developing learning profiles at key points of transition in learning. Building student agency and skill to enable students to contribute to and have ownership of their learning pathways. Raising the retention of students through to at least 17 years of age to 75% to be closer to the national average. Putting in place an induction programme consistent across the Kāhui Ako.
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## Achievement Challenge Number One:

Facilitate student engagement, learning and achievement through a culture of care encompassing

# Wellbeing.

### Shared Description:

Responding holistically to all aspects of student needs, including their physical, social, emotional, academic and spiritual, enabling students to have a sense of wellness and resilience as well as an understanding of their own mana-atuatanga (uniqueness and spiritual connectedness).

Hauora is a Māori philosophy of health unique to New Zealand. It comprises taha tinana, taha hinengaro, taha whanau, and taha wairua.

Taha tinana - Physical well-being

The physical body, its growth, development, and ability to move, and ways of caring for it.

Taha hinengaro - Mental and emotional well-being

Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.

Taha whanau - Social well-being

Family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.

Taha wairua - Spiritual well-being

the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.)

Each of these four dimensions of hauora influences and supports the others.

### Rationale:

A sense of wellbeing is central to students' success at school and in life. The importance of wellbeing is stated in The New Zealand Curriculum which aims to develop young people who are "*confident ... positive in their own identity ... resilient ... able to relate well to others ...*" (Ministry of Education, 2007, p. 8).

From the very beginning of considering areas to focus on as a Kāhui Ako, wellbeing was at the fore. All members agreed that without work being put into the wellbeing of the students, learning goals would be much harder to attain.

From the "Education Matters to Me Report on Emotional Wellbeing" report from the Children's Commissioner "*Children and young people responding to the survey, particularly secondary school students, explicitly raised mental health as an issue*". The same report contains 6 Key Insights and one of these was that relationships mean everything. "*Children and young people talked about the range of significant relationships that either enable them to achieve or prevent them from achieving.*"

A focus on wellbeing ties together the vision of the New Zealand Curriculum as well as the principles, values, key competences and learning areas. Wellbeing puts learners and their development as confident young people at the centre of what we do.

## Achievement Challenge Number One:

Facilitate student engagement, learning and achievement through a culture of care encompassing  
**Wellbeing.**

### Rationale: continued...

Throughout the discussions, student (as well as staff) wellbeing has been to the fore and the importance of looking at aspects of Te Whare Tapa Wha model. This could form the nucleus of an inquiry. Refer below

Most schools already had been using the NZCER Wellbeing@School survey, which gave an opportunity to seek student voice. The school-wide climate and practices section became a focus area through our discussions and going forward, this would be the measure used to identify focus areas as well as progress made.

From an NZCER Student Wellbeing Report, after accounting for student and school characteristics:

- On average, students at schools where teachers actively taught for wellbeing had higher wellbeing levels than students at other schools.
- On average, students at schools with a broad range of school-wide policies and practices in place to promote wellbeing also had higher wellbeing levels than students at other schools.
- Boys' wellbeing was no different to girls' wellbeing.
- On average, older students had lower wellbeing levels than younger students.
- On average, Pasifika students had higher wellbeing levels than NZ European, Asian, and other students.
- On average, Māori students had the lowest levels of wellbeing.

### Areas for Inquiry:

#### Te Whare Tapa Wha

Te Whare Tapa Wha has a holistic approach, where all components are equally important for wellbeing.

Dargaville High School has initiated inquiry into student wellbeing. The initial focus for the inquiry is the Taha Hinengaro component of Te Whare Tapa Wha. This is an area in which a number of students struggle with. Possible questions framing the inquiry:

- What are the issues that have an impact on the students and which of these do schools have an opportunity to make a difference?
- What strategies and approaches assist with taha hinengaro? Are there examples of good practice in this area, in other kura or Kāhui Ako? What strategies / approaches may work across our Kāhui Ako?
- How can such approaches and strategies be incorporated into learning programmes.

#### Strategies for Reducing Suspensions:

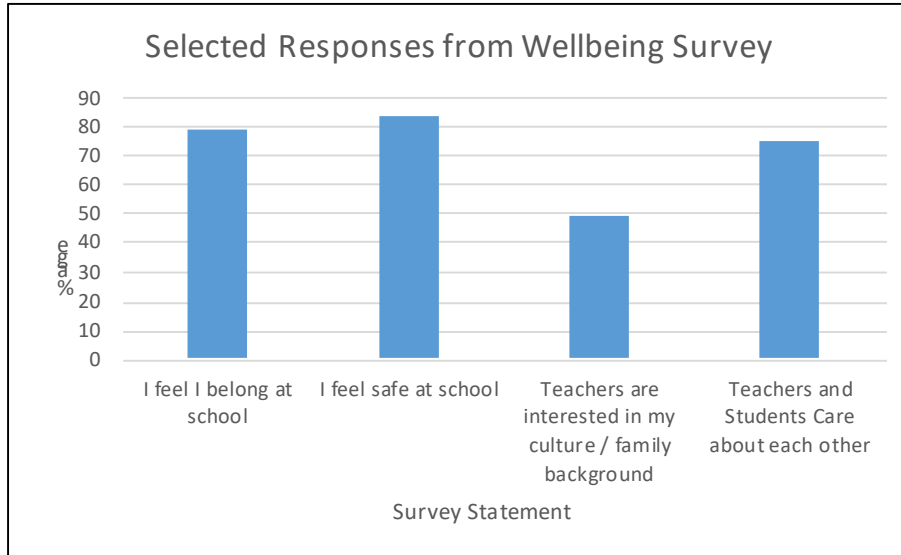
Working to reduce the rate of suspensions is also another area for inquiry.

- What possible strategies can be adopted consistently across the Kāhui Ako to reduce suspensions?
- What agencies can be of assistance in reducing suspension and how can we make best use of these agencies.
- How widely used are PB4L and Restorative Practices across the Kāhui Ako and how embedded are these strategies? What impact do these programmes have in reducing suspensions?
- If students do face suspension, what strategies / processes are important to keep the mana intact for the student and their whānau.

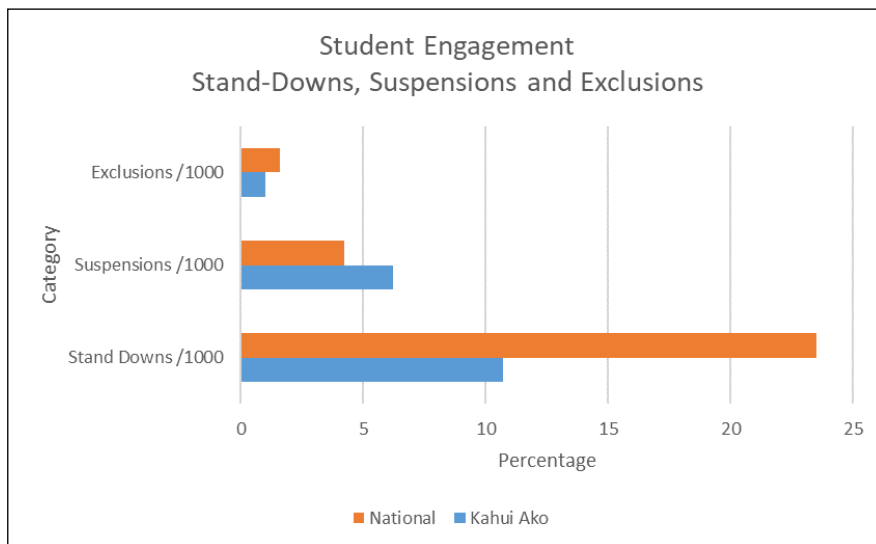
## Achievement Challenge Number One:

Facilitate student engagement, learning and achievement through a culture of care encompassing  
**Wellbeing.**

### Baseline Data:



- Further work and analysis of the results is to be to unpack the responses, particularly the statement about teachers being interested in the student's culture / family background.



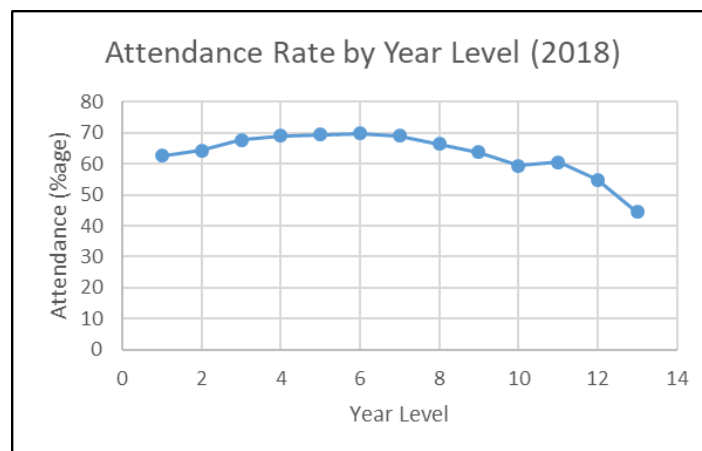
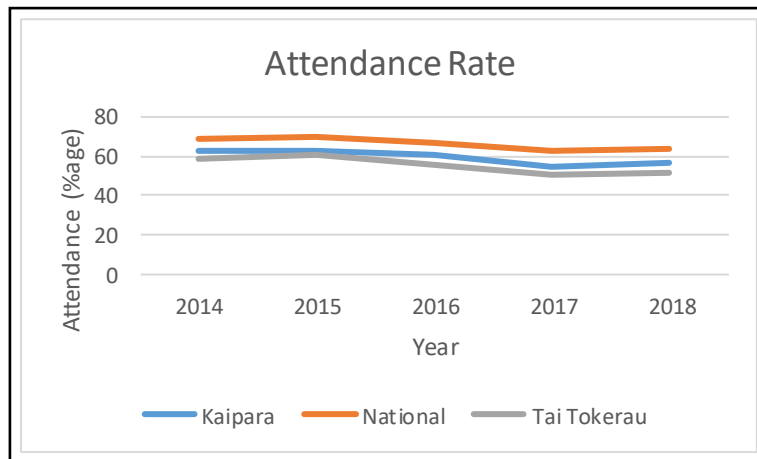
One form of data that shows well being could be Stand Downs, Suspensions and exclusions. The data for the Kāhui Ako is shown in the graph above, compared to the national statistics. As the graph shows, the rate of stand downs and exclusions from schools in our Kāhui Ako is below the national average. However for the rate of suspensions, the rate for Northern Wairoa is roughly 2% higher than the National rate.

## Achievement Challenge Number One:

Facilitate student engagement, learning and achievement through a culture of care encompassing  
**Wellbeing.**

### Baseline Data: continued...

When looking at 2018 attendance, the attendance for Northern Wairoa sits at 56.7%, which is 5% above the Tai Tokerau rate but 7% below the national average.



### Targets:

- For all schools in the Kāhui Ako to undertake the NZCER before the end of 2019 with more than 90% of students responding positively for the statements 'I feel I belong at school' and 'I feel safe at school'. This will be measured annually.
- That the rate of suspensions reduce from 6.2 per 1000 down to 4 per 1000, to be below the national suspension rate by 2021.
- That the attendance rate increases across the Kāhui Ako by 10% annually, to increase to attendance rate of more than 80% by 2021.

## Achievement Challenge Number Two:

Facilitate student engagement, learning and achievement through a culture of care encompassing authentic and meaningful learning through a developed

# Local Curriculum

### Shared Description:

Curriculum in New Zealand schools is currently designed and interpreted in a 3-stage process.

- The national curriculum (NZC or Te Marautanga o Aotearoa).
- The school / kura curriculum (based on the national curriculum and responding to local Context).
- The classroom curriculum (teacher interpretation of school curriculum while responding to students' strengths and interests).

A local curriculum is intended to take account of local needs, priorities, opportunities and resources. It is designed in consultation with the school's community. The local curriculum is the way that the NZC is brought alive in each school.

### Rationale:

The Education Review Office (ERO) has continuously reported that schools that weave the principles, values, competencies and objectives outlined in the NZC, in ways that provide coherent curriculum, will provide rich learning opportunities.

As a Kāhui Ako, we have agreed that it is important for our students to have a firm grounding and be proud of who they are and where they are from.

In developing a local curriculum, we are able to build on the strengths of all of our students and being responsive to the priorities, preferences and issues of our community and our people. It involves considering the aspirations set out in the New Zealand Curriculum together with the aspirations of each kura, ākongā, whānau hapu, iwi and community. Local curriculum design can be responsive to the shifts in student interests.

The Northern Wairoa is a unique part of our country, with a rich history and a variety of resources in our community. As part of our process of developed a local curriculum it will be important to seek input from students, parents, whānau, iwi and hapu.

It will be significant to know our learners - their strengths, needs, identities and aspirations through student voice and conversations with their whānau. This will help inform planning for rich opportunities for learning.

Also an important component of developing a local curriculum is to ensure coherence and continuity of progress for students, over the years and different settings to prepare them for lifelong learning.

The Ministry of Education supported Local Curriculum Tool will be utilised as a resource to help guide the review and consultation process. The tool makes use of an inquiry model to work through developing / enhancing a local curriculum.

## Achievement Challenge Number Two:

Facilitate student engagement, learning and achievement through a culture of care encompassing authentic and meaningful learning through a developed

# Local Curriculum

### Baseline Data:

Community engagement is one of eight principles in The New Zealand Curriculum that provide a foundation for schools' decision making. The principle of community engagement is to deliver a curriculum that is meaningful, relevant, and connected to students' lives. Community engagement is also about establishing strong home-school partnerships where parents, whānau, and communities are involved and supported in students' learning.

In the primary sector, local contexts and opportunities are woven into the learning for particular topics, units or projects. This includes visits to local places and utilising the knowledge and expertise of local people as well as resources.

However, this is not coordinated between schools across the Kāhui Ako and schools are at different stages of the local curriculum journey due to the previous emphasis on National Standards.

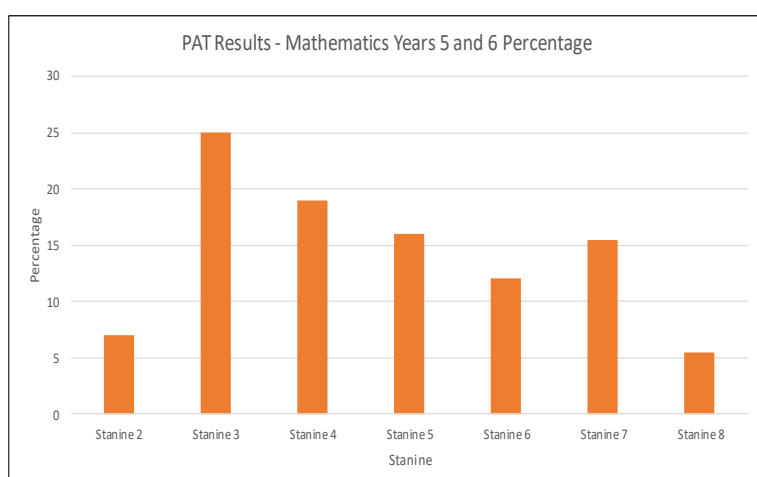
In the secondary sector, again local contexts and opportunities are visible in some topics, units or projects, but there is very little coordination between the subject areas or integrated learning.

Overall this achievement challenge is about giving ākonga the knowledge and be proud of who they are and where they are from.

### PAT Mathematics and Reading Comprehension Results:

Progressive Achievement Tests (PATs) are used by the primary schools in our Kāhui Ako Included are the PAT Stanine Levels for Years 5 and 6, as well as Years 7 and 8, for Mathematics as well as Reading Comprehension. Graphs of the results are included below. For all of the results,

Stanine 5 is considered the average for all students across New Zealand for the age group.



These PAT results show that 51% of students in Year 5 and 6 scored below Stanine 5.

These students are below the average expected level for students at these ages across New Zealand.

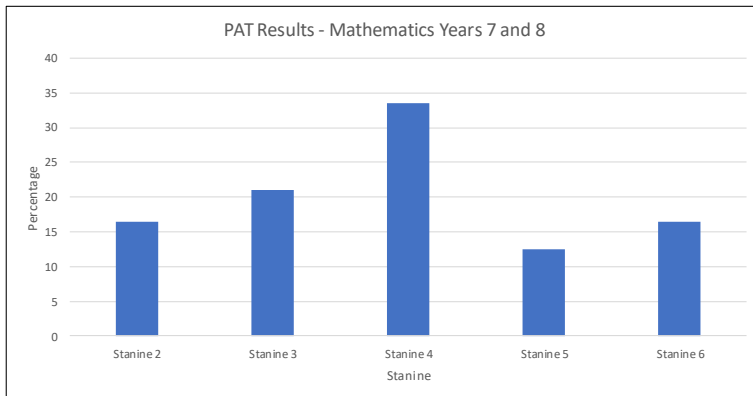
33% of students scored above the expected level for students at these ages across New Zealand.

## Achievement Challenge Number Two:

Facilitate student engagement, learning and achievement through a culture of care encompassing authentic and meaningful learning through a developed

# Local Curriculum

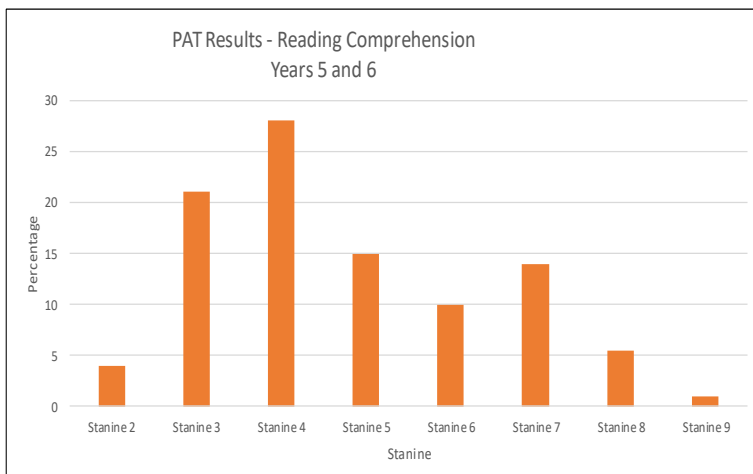
### Baseline Data:



These PAT results show that 65% of students in Year 7 and 8 scored below Stanine 5.

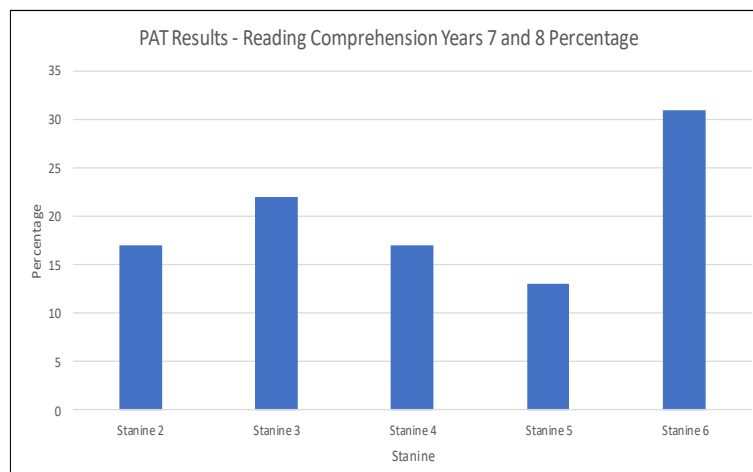
65% of students are below the average expected level for students at these ages across New Zealand.

Only 16.6% of students scored above the expected level for students at these ages across New Zealand.



These PAT results show that 53% of students are below the average expected level for students at these ages across New Zealand.

Just over 30% of students scored above the expected level for students at these ages across New Zealand.



These PAT results show that 56% of students are below the average expected level for students at these ages across New Zealand.

31% of students scored above the expected level for students at these ages across New Zealand.



## Achievement Challenge Number Two:

Facilitate student engagement, learning and achievement through a culture of care encompassing authentic and meaningful learning through a developed

# Local Curriculum

### Targets:

Working collaboratively to establish coherent pathways from early childhood education through to secondary school and beyond as well as to explore what is important for ākonga to participate fully in an information and technology rich society.

Creating a shared understanding of local curriculum learning and capture as well as share capabilities of what the community believes is important. Together, enhancing relationships to support the local curriculum community and the curriculum offered to students.

When ākonga learn from and with their community, they come to understand how their community works and how they contribute to as well as shape their community.

- Consultation with the wider Kāhui Ako community, to identify and understand what a local curriculum could look like. Next steps for implementing a localised curriculum identified.
- As no formal profiles currently exist and after wide consultation, we will have a Northern Wairoa Kāhui Ako learner profile established for Year 4, Year 6, Year 8 and Year 10 by Term 2, 2020.
- Working collaboratively to implement successful strategies within a local context to have 80% of students at Year 8 reading at or above the expected curriculum level by the end of 2021.

## Achievement Challenge Number Three

Facilitate student engagement, learning and achievement through a culture of care encompassing transitions into, through and beyond ECE, Primary and Secondary education.

# Transitions

### Shared Description:

The focus is on the pathways that students may take through the Kāhui Ako and any action taken to induct any students from 1 class to another or one ECE/school/kura into another.

The actions can range from sharing information, considerations made for students social and emotional adjustments to a new environment, communication between the prior ECE / school and the whānau as well as in-school practices for settling students in. It could also include outside agencies providing relevant information and continued support that they might be providing.

### Rationale:

The transitions of students as they progress on their educational journey, can be a time of great pressure. The smoother this transition can be the better the outcomes for the students.

- Transition to school from an early childhood service is a critical time for children as it sets them on their learning pathway for life. Children who experienced a smooth transition gained confidence in themselves as learners able to manage change. They experienced a consistent educational experience when early childhood services and schools shared a common vision and worked closely with parents and whanau to actively support the children's learning. The importance of this is very evident for priority learners but no less critical for each and every child to succeed as a learner.
- The period of schooling commonly referred to as the middle years (Years 7 to 10) can be particularly challenging for many students. Firstly, it is in these years that many students face the increased social, emotional and physiological changes of adolescence. Secondly, the period coincides with many students moving from primary to secondary school. While students report that moving to secondary school is something they are looking forward to (Kennedy & Cox, 2008), the primary to secondary transition period can for some students mean greater than usual disruption to learning (Hawk & Hill, 2004) and engagement (Wylie, Hodgen & Ferral, 2006).

When students change class within or between schools, they must adjust to new surroundings, become familiar with new teachers and peers, learn new ways of working, and make sense of the rules and routines that operate in their classes (Sanders et al, 2005). While students are navigating the formal school environment, they are also adjusting to the social changes that happen when changing schools and classes.

Staff at both primary and secondary schools have important roles supporting the transitions of all students. Primary schools are responsible for preparing students academically and socially for secondary schools and sharing information with the student, families, whānau and the receiving school. The values, ethical orientation or culture within a secondary school is fundamental to how well it welcomes and supports students.

As well as looking at the transition from 1 sector in the education journey to another, it was decided to also look at transience, with students moving from 1 education provider / school to another a number of times. Transience has a major impact on students by disrupting their learning and the more it happens, the more disruption to the learning.

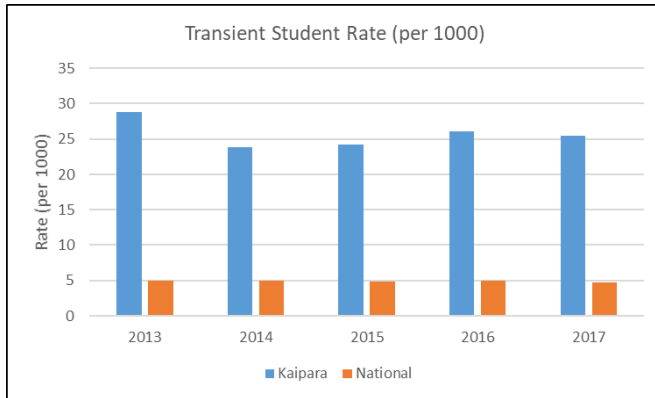
Finally, the pathway beyond secondary education into either further training, tertiary education or to work is another area of focus for the Kāhui Ako to complete the coverage for children / students from ECE to Primary to Secondary and beyond.

## Achievement Challenge Number Three

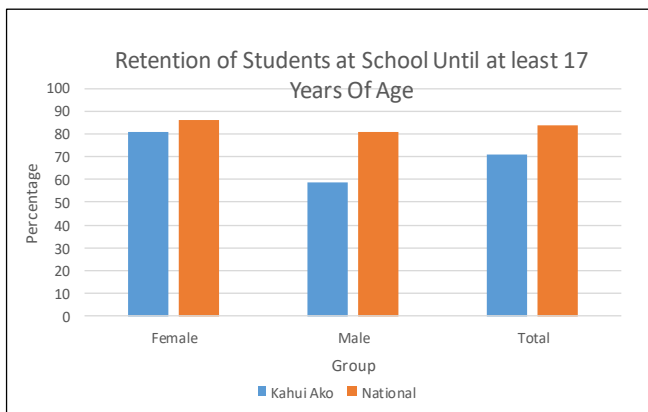
Facilitate student engagement, learning and achievement through a culture of care encompassing transitions into, through and beyond ECE, Primary and Secondary education.

# Transitions

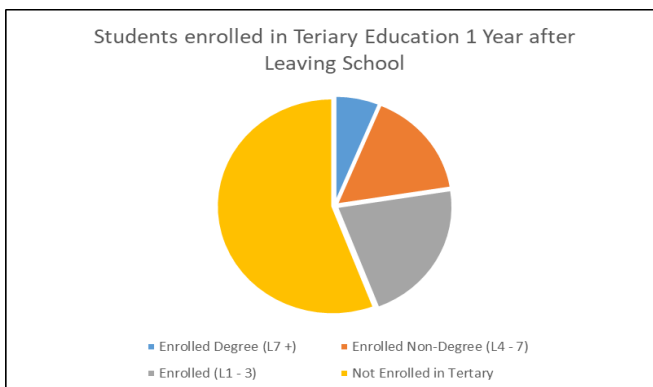
### Baseline Data:



The first graph shows the trend of transient students for the last 5 years (up to 2017). The graph clearly shows that the movement between, to and from Kaipara schools is at least 4 times and for 2017 it was 5 times the national average.



For our Kāhui Ako, the overall percentage of students staying at school until the end of Year 13 is lower than the national percentage by more than 10%. When looking at the gender statistics, it is of concern that less than 60% of males remain at school compared to 80% of males nationally.



Less than 25% of students are enrolled in a course for a tertiary qualification a year after leaving school. More than 50% of students are not enrolled in any form of tertiary education at that time.

## Achievement Challenge Number Three

Facilitate student engagement, learning and achievement through a culture of care encompassing transitions into, through and beyond ECE, Primary and Secondary education.

# Transitions

### Area for Inquiry:

Developing an inquiry into good practice for transitions between ECE to Primary and Primary to Secondary and induction into the new school for the students. This would also include the induction of transient students as they move between schools in the Kāhui Ako or into a school in the Kāhui Ako. Once identifying what approaches could be successful in the Kāhui Ako an agreed standard process would be decided upon and introduced.

The work for this inquiry ties directly into the first of our achievement challenges (student wellbeing), particularly having a smooth transition between education providers or into educational providers will be a positive experience for the student and their whanau.

The key focus will be how collaboratively we can find way to ensure effective transitions and effectively deal with transient students.

### Targets:

- A Northern Wairoa learning profile will be developed by Term 2, 2020 for key points of transition ECE to Primary as well as Primary to Secondary.
- Raise the retention of students through to at least 17 Years of Age by up to 75% to be closer to the national average, by 2022.
- Having a consistent induction programme in place and operating in all schools of the Kāhui Ako by the start of Term 3 2020 and collecting feedback from students that move into each school so that 90% of transient students state that they feel good or very good about being in the new school, after the first month of attending.