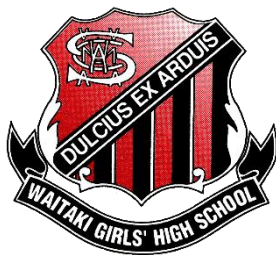


Waitaki Ara

Community of Learning - Kāhui Ako



Achievement Plan

2019-2021

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Section 3

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Waitaki Ara Community of Learning - Kāhui Ako

Our Vision:

Through collaboration, create pathways for all learners to become contributing citizens.



OAMARU
INTERMEDIATE



Purpose:

Our purpose is to establish a network of education professionals committed to working collaboratively to build collective capability.

The changing face of learning and demands in our education system present increasing challenges in our learning environments, which highlight the links between well-being and achievement. As learning centres we need to embrace practices and build capabilities across our community that strengthen the well-being and academic achievement of learners.

Through collaborative inquiry, with a focus on transitions and engagement, we will establish a seamless educational experience that will create a sense of belonging, raise current achievement levels and ensure successful opportunities are provided for all our ākonga to contribute to their community.

To do this we are taking the focus outside individual classrooms and schools and will work collaboratively as a Kāhui Ako, with colleagues, whanau and community, to develop effective transitions and engagement. This will be based on building relationships, a sense of belonging, resilience and success for all learners, teachers and whānau in our community. The focus in this area has strong links to the holistic visions of Te Whāriki and the New Zealand Curriculum

We believe that to increase achievement and success along pathways through our Kāhui Ako from early childhood to tertiary education and/or the workforce, all teachers are collectively responsible for ensuring meaningful progress of our learners and providing a learning environment that supports their wellbeing.

Our Community:

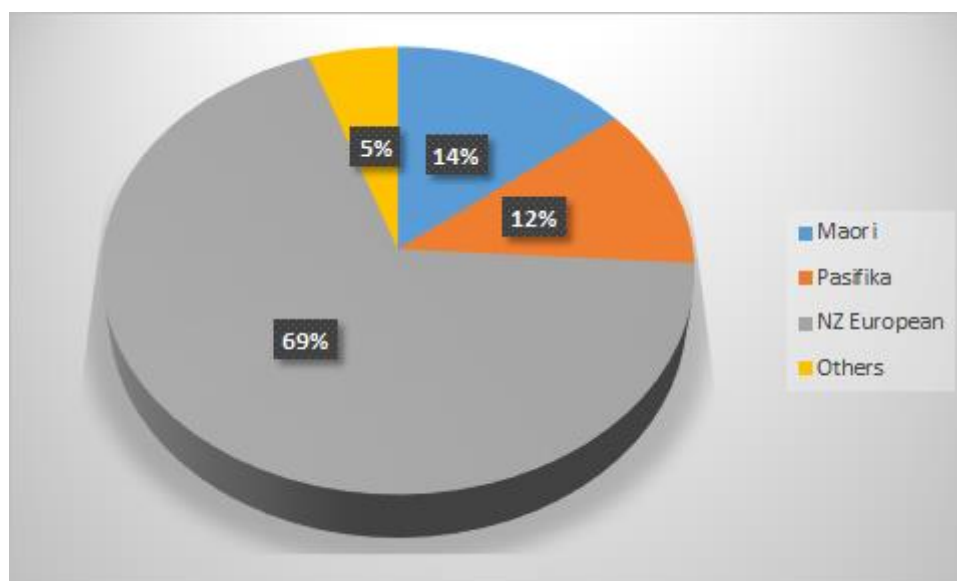
The Waitaki Ara Community of Learning was formed in 2017. It comprises 5 kindergartens in the Oamaru area, along with two primary schools, the intermediate and two secondary schools. These kindergartens and schools are geographically within a range of 5.7km of each other with the exception of one kindergarten. There are very connected educational pathways for learners to travel with key transition points along the way.

The intermediate and secondary schools provide for students in the town area and from the wider rural district, international students and in the case of the secondary schools - boarding hostels.

The population in Oamaru is becoming increasingly diverse. This provides challenges as well as opportunities for us to work collaboratively, to effectively provide engaging, relevant and authentic learning programmes and positive and comprehensive transitions.

Waitaki Ara Kindergartens and Schools					
Learning Centre Name	2018 Roll	Māori	Pasifika	NZ European	Others
Waitaki Boys' High School Y9-13	446	69	37	322	18
Waitaki Girls' High School Y9-13	412	55	31	300	26
Oamaru Intermediate Y7-8	260	45	31	170	14
Oamaru North School Y1-6	74	10	37	26	
Fenwick School Y1-6	304	37	34	218	15
Casa Nova Kindergarten	50	4	7	32	7
Edna McCulloch Kindergarten	60	10	13	31	6
Glen Warren Kindergarten	40	7	10	21	2
Holmes Kindergarten	49	5	4	39	1
Maheno Kindergarten	41	5	0	33	3
Total	1736	247	204	1192	92

Ethnicity of our Kāhui Ako from 2018 Roll Data:



Oamaru has a growing Pacific Island population, the largest group being Tongan. Our five schools feature on the list of schools in Otago and Southland with a significant number of enrolled Pacific Island pupils. All of the schools in this Community of Learning are involved in the Pasifika Success Talanoa Project.

All schools implement the Positive Behaviour for Learning School Wide (PB4LSW) initiative focused on building and sustaining positive learning environments.

The following comments were taken from the ERO summary of Kindergartens and Schools from their last reviews.

Common strengths include:

- positive and respectful cultures focused on learning and the development of values and key competencies
- broad and responsive curriculum that makes good use of the local environment and community
- teachers using learning and achievement information well to get to know students and their learning needs and to target and tailor their teaching
- in-school systems and practices for sharing information on priority learners and developing collaborative actions to respond to needs
- increasing use of and responsiveness to student perspectives about their learning
- productive partnerships with Pacific families to support children's engagement and achievement.

Areas for improvement include:

- making sure achievement targets for accelerating the progress of those students not yet at expected levels are specific and measurable
- extending the analysis of achievement information to include rates of progress in order to be better assured that all children are making sufficient progress
- using a range of information, including progress information, to evaluate the effectiveness of strategies and interventions to improve outcomes for students at risk with their learning
- building teacher capability across the Community of Learning to undertake robust, evidence-based inquiry into the effectiveness of teaching
- developing shared understandings of effective practice for encouraging students to take greater ownership and responsibility for their learning, including building their ability to assess their own learning.

Our Achievement Challenges

Key Achievement Goal 1: To increase engagement of learners, teachers, whānau and community as a means of raising student achievement.

Engagement of teachers in their teaching, learners in their learning and parents in their children's learning is a critical aspect of raising achievement. Learners who are engaged in their learning are more likely to experience success, have positive relationships with others, have high attendance levels and remain at school for longer. Attendance, retention, and stand-downs data are blunt tools for measuring aspects of engagement. As a Kāhui Ako we want to focus on the in-class engagement in rich learning experiences. In doing that we would expect the data recorded below will improve. Through collaboration we will build a better understanding of influences on engagement in our community.

Baseline Data

Stand-downs (2016)				
Ethnic group	Gender	Observed stand-downs	Expected stand-downs	Age-standardised stand-down rate per 1,000 students
Māori	Total	13	6.1	43.8
Pasifika	Total	4	3.3	24.8
NZE	Total	54	30	37
Total	Female	6	20	6.2
Total	Male	65	20.9	64
Total	Total	71	40.9	35.7

Suspensions (2016)				
Ethnic group	Gender	Observed suspensions	Expected suspensions	Age-standardised suspension rate per 1,000 students
Māori	Total	7	1.2	21.7
Pasifika	Total	4	0.6	24.6
NZE	Total	8	5.8	5
Total	Female	4	3.8	3.8
Total	Male	15	4	13.5
Total	Total	19	7.9	8.8

Retention (2016)								
Ethnicity	Gender	Age of students when they left school					Total	Percentage leaving aged 18+
		15	16	17	18	19+		
Māori	Female	0	1	4	2	0	7	28.5
Māori	Male	0	3	5	1	0	9	11
Māori	Total	0	4	9	3	0	16	19
Pasifika	Total	1	1	4	5	1	12	50
NZE	Female	1	13	23	30	0	67	45
NZE	Male	0	17	35	39	2	93	44
NZE	Total	1	30	58	69	2	160	44
Total	Female	2	13	27	37	1	80	47.5
Total	Male	0	21	40	39	4	104	41
Total	Total	2	34	67	76	5	184	44

Data Trends

Publicly available information gives us an insight into students' disengagement. The data presented here warrants inquiry: How many individual students were involved? How many were one off instances? Were several involved in a single instance? What we do see here however is that our boys and our Māori students are over-represented in stand-down and suspension data.

Collaboration to Achieve Increased Engagement may include but not be limited to the following steps. Inquiry undertaken by appointed leaders will determine an action plan.

Teachers

- Skilled in providing PB4L environments and practices.
- Developing shared understanding of learners' position on a pathway to success.
- Providing motivating, differentiated programmes.
- Noticing wellbeing of students.
- Engaging in externally provided PLD as determined by identified needs.
- Offer growth mindset approach to student achievement.

Learners

- Actively involved in their learning - contributing and collaborating.
- Experiencing success.
- Exercising agency.
- Self-belief as a learner
- Feeling connected as part of the community.
- Knowing about and following a meaningful pathway.

Parents/caregivers/whānau/fanau

- Feeling welcomed and respected.
- Increased communication between teachers and home.
- Involvement in establishing aspirations and goal setting.
- Providing encouragement and support for children.
- Providing feedback to teachers at kindergarten and schools.
- Sharing cultures

What do we want to achieve?

Goals	Success Indicators	Data Sources
Goal 1.1: Increased engagement of learners	<ol style="list-style-type: none"> 1. Improved rate of attendance 2. Reduction of stand-downs/suspensions: <ul style="list-style-type: none"> • Reduce observed suspensions to match expected suspensions by 2021. • Achieve equitable outcomes for Māori/Pasifika students in relation to suspension rate per 1000 students by 2021. 3. Increase in retention rates <ul style="list-style-type: none"> • Lift percentage of students remaining at school until 18+ from 44 to 60 by 2021. • Increase equitable outcomes for Māori students in relation to remaining at school until 18+ (achieve 85% equity* by 2021. This increase is a marker of progress towards the eventual outcome of 100% equity) 	Kindergarten/School attendance data School/MOE data Secondary school retention data NZCER Wellbeing Survey - Me and my School - Inclusivity Survey HPS Monitoring Rubric
Goal 1.2: Increased engagement in learning	Learners actively contributing to their learning. Teachers and learners exercising agency. Self-regulated learners. Culturally inclusive learning environments. Future focussed learning evident in programmes.	Observations Kāhui Ako Surveys Student/teacher/whanau voice
Goal 1.3: Improved wellbeing	Learners feel a sense of belonging. Teachers and learners feel valued for who they are. Trusting relationships are evident in our learning environments. Culture, identity and equity are valued.	NZCER Wellbeing Survey - Me and my School - Inclusivity HPS Monitoring Rubric Student/teacher/whanau voice.
Goal 1.4: Increased engagement of whānau/fanau	Increased whanau attendance at hui and sharing aspirations as part of goal setting. Fanau involvement in Power Up. Support for teachers to be culturally aware and inclusive.	Whānau/fanau attendance data Whānau/fanau feedback.
<small>*Percentage Equity is calculated by creating the ratio of Māori or Pasifika achievement divided by NZE students' achievement. The percentage of equity will be 100 when equity has been achieved</small>		

Key Achievement Goal 2:

To develop coherent pathways so that students learning within the Waitaki Ara Community of Learning - Kāhui Ako can transition smoothly and effectively through the education system and beyond.

Rationale

Build on partnerships and positive relationships to develop a sense of belonging where identity, language, culture and values are embraced. It is important that at each stage of the journey the teaching/learning environment is prepared to cater equitably for all students and that all students are supported along seamless learning pathways without transition being a barrier. In this way students will be empowered to contribute as learners and citizens throughout their schooling journey and beyond.

Collaboration to Achieve Effective Transitions may include but not be limited to the following steps. Inquiry undertaken by appointed leaders will determine an action plan.

- Develop a transition plan for key stages between learning centres and within learning centres.
- Build on the knowledge and relationships established at kindergarten to maintain ongoing connections.
- Engage with whānau to develop relational trust in order to collaborate and provide successful learning environments and experiences.
- Establish personalised education or behaviour plans in advance.
- Gather student and whānau perspectives.
- Individual schools use names, numbers, needs information to identify students at risk during transition.
- Involve community agencies in transitions where appropriate ensuring internal and external supports are in place.
- Ensure non-judgemental openness to sharing educational and well-being information.
- Regular communication with whānau.
- Evaluate the effectiveness of pathways being offered.
- Seek ways to engage with parents that work for them, eg place and time.
- Develop student profiles at key stages of transitions using the coherent pathways tool.
- Monitor data trends and create action plans to mitigate inequity.
- Engage with tertiary and workplace providers to facilitate transitions/pathways for senior students.
- Develop means to record aggregated data of students going directly into the workforce.
- Collaborate with employers and the Chamber of Commerce in the development of the Waitaki and Waimate Districts Work Ready Passport.

Baseline Data

2016 School Leavers: Secondary to Tertiary Data										
Leavers	Not Enrolled in Tertiary		Enrolled in Tertiary		Enrolled L1-L3		Enrolled L4-L6		Enrolled L7 or above	
	No.	%	No.	%	No.	%	No.	%	No.	%
All Students	45	24	140	76	50	28	30	17	55	30
Māori Students	5	34	10	66	Numbers too small to present/analyse data at this level					
Pasifika Students	0	0	10	100	Numbers too small to present/analyse data at this level					

What do we want to Achieve?

Goals	Success Indicators	Sources of Data
Goal 2.1 Coherent pathways established and monitored within learning centres. Progress at key transition points between schools is monitored across the Kāhui Ako	Key Stage profiles are clarified across the Community of Learning at: Age 5, Y3, Y6, Y8, Y10 Progress of students is used to support transition plans.	Coherent Pathways Toolkit
Goal 2.2 A collaborative plan is implemented for all children moving from: <ul style="list-style-type: none"> • kindergarten to school • primary to intermediate • Intermediate to secondary 	Personalised transition plans are developed and implemented for individuals, particularly students identified as at risk. All parties involved contribute to the plan. Anxiety is reduced for learners, parents and teachers. Learning plans and support are in place prior to transition.	Surveys and observations from parents, teachers, students, SENCOs, Learning Support specialists, RTLB and other support agencies.
Goal 2.3 Students leave school with a graduate profile that supports equitable and personalised transition into further education/training/employment.	Personalised pathways are in place to support priority students prior to, and during transition from high school. Increase percentage equity for Maori school leavers entering tertiary education. Leaver data and student voice informs the provision of purposeful and personalised vocational and academic pathways meeting the needs of our community. Register in place to track school leavers on a voluntary basis. Students leave school with the Waitaki and Waimate Districts Work Ready Passport	NCEA Results School leaver transition data Secondary to tertiary Transition App Vocational Pathways Tool Student voice providing narratives on educational pathways.

Key Achievement Goal 3: To raise student achievement across the curriculum.

Targets set for literacy and mathematics achievement are in response to current achievement data identifying needs in this area. Literacy and mathematics are critical aspects of achievement that impact on achievement across the wider curriculum. Each school will identify internal targets and actions that will support the overall achievement targets of the Kāhui Ako and at the same time will address achievement challenges specific to them.

Baseline Data

Year 1-8 Achievement Data							
Data in this table is representative of all Year 1-8 students in the Kāhui Ako. Data used to identify trends in years Years 1-8 has been based on National Standards information. We will no longer report achievement against these standards but refer to them for the purposes of baseline information as we develop systems and benchmarks to monitor future progress.							
Writing				Mathematics			
National Standards Achievement data 2017				National Standards Achievement data 2017			
	Total No. of students	Number of or above National Standard	Percentage at or above National Standard		Total No. of students	Number of or above National Standard	Percentage at or above National Standard
All Students	644	400	62.1%	All Students	644	410	63.6%
Māori	103	60	58.3%	Maori	103	60	58.2%
Pasifika	91	59	64.8%	Pasifika	91	58	63.7%
Other Ethnicity	442	274	61.9%	Other Ethnicity	442	285	64.5%
Male	333	190	57.1%	Male	333	222	66.6%
Female	311	210	67.5%	Female	311	168	54.0%
Y1	53	39	73.6%	Y1	53	38	71.6%
Y2	73	57	78.0%	Y2	73	56	76.7%
Y3	50	41	82.0%	Y3	50	41	82.0%
Y4	69	58	84.1%	Y4	69	65	94.2%
Y5	55	42	76.4%	Y5	55	44	80.0%
Y6	60	43	71.7%	Y6	60	52	86.6%
Y7	116	50	43.1%	Y7	116	41	35.3%
Y8	158	70	44.3%	Y8	158	83	52.5%

There is a notable disparity between primary and intermediate National Standards achievement data. Establishing common understandings of achievement at curriculum levels and measures of progress will be an early focus point for the leadership of the Kāhui Ako in consultation with school leaders. This will be critical in monitoring future success.

Year 9 – 10 Achievement Data						
	Writing % achieving at appropriate NZC level			Mathematics % achieving at appropriate NZC level		
	Male	Female	Total	Male	Female	Total
Year 9	72	51	57	67	73	64
Year 10	64	41		70	49	
NCEA Leavers' Data (Level 2 and Level 3)						
	Percentage School Leavers with NCEA Level 2 or above			Percentage School Leavers with NCEA Level 3 or above		
Māori Female	75			33.3		
Māori Male	69.2			0		
Māori Total	72			33.3		
Pasifika Female	75			25		
Pasifika Male	80			0		
Pasifika Total	76.9			25		
NZE Female	85.7			60.7		
NZE Male	82.6			35.9		
NZE Total	84.1			47.7		
All Students Female	83.7			56.7		
All Students Male	80.6			31.5		
All Students	82.1			43.9		

The secondary schools have used a variety of assessment tools (e.g. E-AsTTle) to assess a range of aspects of learning for Year 9 and 10 students. Gathering data that is more readily comparable and which will provide a means to measure the progress of our Achievement Challenges will be an early focus of the Kāhui Ako. We are working towards students achieving the expected level of NZC Level 5 by the end of Year 10. This will be aligned with the key stage profile of a year 10 student as described in Goal 2.1.

Collaboration to Raise Achievement may include but not be limited to the following steps. Inquiry undertaken by appointed leaders will determine an action plan.

- Build shared understanding of pedagogy.
- Set clear and measurable targets within schools aligned to Kāhui Ako goals to accelerate progress and build equity for priority learners.
- Align curriculum level expectations from Te Whāriki to NZC.
- Establish common understanding of assessment and tracking progress.
- Increase collective assessment capability.
- Use progress information to evaluate effectiveness of strategies and interventions.
- Monitor trajectory of progress and achievement of identified learners.
- Use a range of assessment data and evidence.
- Ensure depth and scope of internal evaluation supports and sustains practice.
- Engage in externally provided PLD as determined by identified needs.

What do we want to achieve?

Goal 3.1: Year 1-8 Achievement				
Percentage of students achieving at or above appropriate level of NZC	All Students at appropriate NZC level 2017 Baseline	All Students at appropriate NZC level 2019 Target	All Students at appropriate NZC level 2020 Target	All Students at appropriate NZC level 2021 Target
Writing	62	70	78	85
Mathematics	64	70	78	85
Goal 3.2: Year 9-10 Achievement				
Percentage of students achieving at or above appropriate level of NZC	All Students at appropriate NZC level 2017 Baseline	All Students at appropriate NZC level 2019 Target	All Students at appropriate NZC level 2020 Target	All Students at appropriate NZC level 2021 Target
Writing	57	65	75	85
Mathematics	64	70	78	85

Goal 3.3: NCEA Achievement of School Leavers				
	2017 Baseline (Incl. Percentage Equity)	2019 Target	2020 Target	2021 Target
Percentage of School Leavers with NCEA level 2+	Māori: 72.9 (87%) Pasifika: 76.9 (91%) NZE: 84.1 Female: 83.7 Male: 80.6 All Students 82.1	All students 85 Increase equity for Māori and Pasifika learners to 93%	All students 87.5 Increase equity for Māori and Pasifika learners to 96%	All students 90 Increase equity for Māori and Pasifika learners to 100%
Percentage of School Leavers with NCEA level 3+	Māori 33.3 (70%) Pasifika 25 (52%) NZE 47.7 Female 56.7 Male 31.5 All Students 43.9	All students 50 Increase equity for Māori and Pasifika learners to 75%	All students 57.5 Increase equity for Māori and Pasifika learners to 80%	All students 65 Increase equity for Māori and Pasifika learners to 85% (This increase is a marker of progress towards the eventual outcome of 100% equity)

Percentage Equity is calculated by creating the ratio of Māori or Pasifika achievement divided by NZE students' achievement. The percentage of equity will be 100 when equity has been achieved.

Plan of Approach to Achieve Our Goals

Collaborative Inquiry

Establishment of a high trust environment is necessary to work together to improve the quality of professional learning through critiquing and improving practice. The development of skills and practices associated with a collaborative inquiry mindset will build teachers' individual and collective capability to meet the needs of every learner. Our inquiry will lead to improvement and transformation in our Kāhui Ako.

- ["Spirals of Inquiry"](#) model developed by Kasier, Halbert and Timperley will be used.
- Inquiry will be directly focussed on identified aspects of our Achievement challenges.
- There will be flexibility within the inquiry for groups to ensure that their inquiry is pertinent to their teaching practice.
- Inquiry will bring together collective understanding and wisdom of teachers with a wide range of experiences and expertise.
- Authentic inquiry will provide evidence of practice in our COL and consequently inform leaders and teachers of next steps to bring about transformation and change.
- Respect for colleagues and a desire to reflect and improve our teaching and achievement of our students will be the basis for success.

Student Agency

Developing the capacity for our students to become more self-directed, purposeful and in control of their learning will require teachers to be proactive in providing the environment and the opportunities for that to happen. Teachers, learners and families must believe that learners require ownership of their learning process to become highly effective learners.

- Ensure students know what they need to do to learn effectively.
- Enable students to develop a perception of themselves as learner.
- Support students to build resilience as they learn to manage their social and emotional wellbeing.
- Provide opportunity for students to have input and choice in their learning.
- Provide clarity in the classroom to assist development of self-assessment and self-direction.
- Shift the balance from teacher directed to a more self-directed approach.
- Encourage students to take greater control over their learning through nurturing and coaching.
- Assist our students to develop a growth mindset/can do attitude which builds their self-efficacy (their belief in their own ability to complete tasks and set goals)

Culturally Inclusive Pedagogy

A culturally inclusive pedagogy throughout the Kāhui Ako will ensure the diversity of our students is valued. It will affirm the richness of cultures in our schools recognising the importance of language, customs and heritage which contribute to the identity of our learners and use those as a platform for equity and success.

- Develop understanding in this area to strengthen teachers' ability to bring about changes and confidence in their practice to meet the needs of our priority learners.
- Support for teachers to establish and strengthen learner/ whānau focussed relationships and engagement.
- Learners will feel valued and respected giving them a sense of belonging and empowerment.
- Provide rich and culturally relevant learning experiences.
- Maintain high expectations of learners.
- Provide interactive, collaborative and reflective learning environments
- Share knowledge to ease transitions for learners and whānau.
- Engage expertise to deepen understandings through effective PLD

Future Focussed Learning

"If we teach today's students the way we taught yesterday's, we rob them of tomorrow." John Dewey

Teachers and learners need a future focus both short term and long term. This is central to our Kāhui Ako success. The changing nature of technology, employment and social structures requires change in classroom environments and practices.

- Clear and flexible multiple pathways are established for our ākonga.
- Clarity of understanding between learning centres of age appropriate competencies and dispositions at key transition points.
- Transfer of skills across curriculum areas is acknowledged and made explicit for students.
- Learners are explicitly taught how to collaborate, be critical and creative thinkers as they problem solve.
- Digital proficiency and digital fluency will be addressed to ensure common understandings and progressions are used throughout the COL.
- Digital tools will provide the opportunity to engage with authentic audiences in authentic contexts locally, nationally and globally.
- E-learning will not only enhance current practices but will contribute to transformational change.
- Equity of access to digital learning is critical for priority learners to avoid the gap becoming wider.
- Students are exposed in a timely manner to future career pathways.