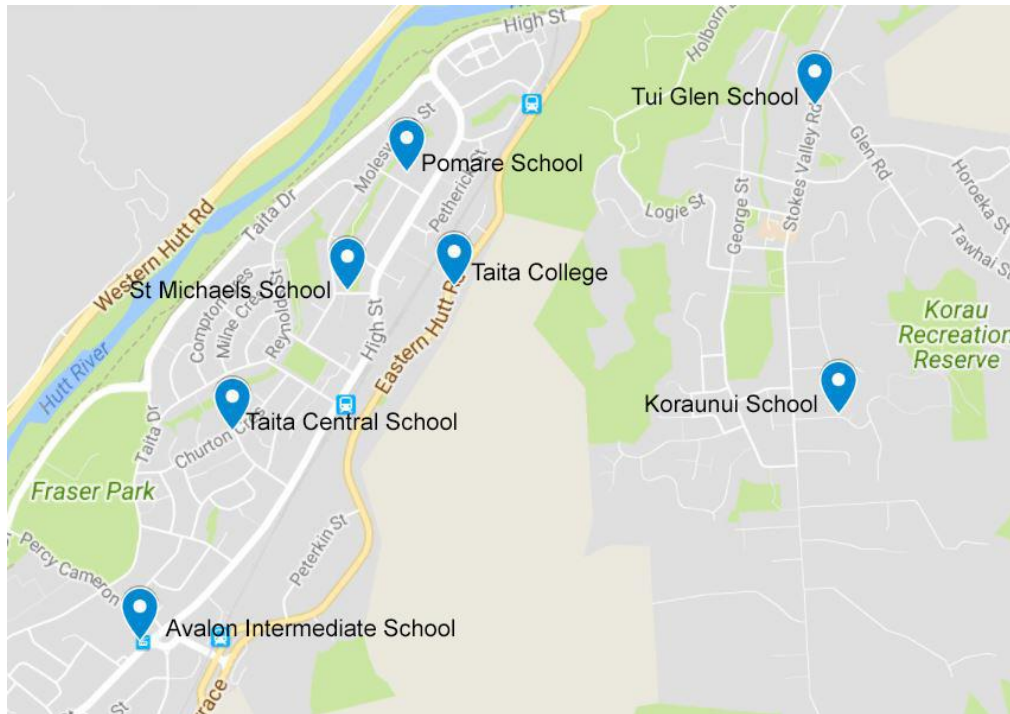# Taita-Stokes Valley Kāhui Ako | Community of Learning
Strategic Plan (Achievement Challenges)

Whakatauki

Ehara taku toa, he takitahi, he toa takitini
My success should not be bestowed onto me alone, as it was not individual success but success of a collective

Background

The Taita-Stokes Valley Kāhui Ako | Community of Learning is one of two communities of learning that are working as one large group. The other Kāhui Ako | Community of Learning is Naenae.

The Taita-Stokes Valley Kāhui Ako | Community of Learning was established in late 2015. There are seven schools in the Taita-Stokes Valley Kāhui Ako | Community of Learning: Avalon Intermediate, Koraunui School, Pomare School, St Michael's School, Taita Central School, Taita College, and Tui Glen School.

Although the Kāhui Ako | Community of Learning has a strong history of networking, many of the schools have new leaders that have not been part of the prior work. The establishment of a 'new' working relationship between the schools based on trust and respect is important, and a commitment to a shared belief that in a collaborative environment students will reach their potential and enjoy success.
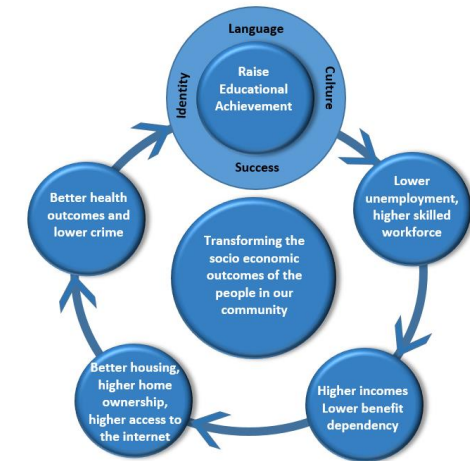
The Kāhui Ako| Community of Learning have appointed one principal to the Principal Leadership role. The Taita-Stokes Valley Principal Leader will work with the Naenae Kāhui Ako | Community of Learning Principal Leader in a collaborative, co-leader relationship.

Moral purpose - transforming socio economic outcomes through raising educational achievement

Raising educational achievement is the key to transforming the socio-economic outcomes of our community. The research shows that:

- people with higher socio economic status have better health and better well-being
- people with qualifications are more likely to be employed during economic downturns
- people with qualifications are more likely to be employed and be less dependent on benefits
- people with a bachelor's degree or higher had incomes almost 3 times more than people with no qualifications (2011)
- higher educational qualifications lead to higher incomes which enables home ownership
- people with higher socio-economic status experience less crime

Source: Parau Tupangaia / Education Counts

Our schools
Taita-Stokes Valley Kāhui Ako | Community of Learning

School	July 2017 roll	Year level	Decile	Maori	Pasifika
Avalon Intermediate	200	Yr 7 - 8	2	74	55
Koraunui School	293	Yr 1 - 6	3	144	40
Pomare School	59	Yr 1 - 6	1	20	32
St Michael's School	124	Yr 1 - 8	2	13	98
Taita Central School	147	Yr 1 - 6	2	66	50
Taita College	458	Yr 9 - 15	2	213	151
Tui Glen School	115	Yr 1 - 8	2	77	16

Our learners
Taita-Stokes Valley Kāhui Ako | Community of Learning

	Gender	Maori	Pasifika	Asian	European / Pakeha	Other	International students
Female	714	327	222	38	108	19	0
Male	682	280	220	32	129	21	0
CoL total	*1396*	*607*	*442*	*70*	*237*	*40*	*0*

Our Vision

To be a strong, collaborative learning community which embraces our cultural diversity and maximises the opportunities for all family, whānau, students and teachers to meet their potential and enjoy success.

Our purpose is to enable children to participate in a learning pathway that allows them to meet their potential and enjoy success.

Structure and roles

- The **stewardship group** is made up of representatives of the Board of Trustees, Iwi, ECE, students, and the Principal CoL Leaders. This group has a governance and oversight role within the Taita Stokes Valley Kāhui Ako | Community of Learning. It meets once per term to review progress and receive reports, and reports back to individual school Boards. The Principal CoL leaders have the responsibility for the management of the Kāhui Ako | Community of Learning.

- The **steering group** is made up of the Principal CoL Leaders and Across School Teachers. This group will oversee the working groups

- **Working groups** will be established for each work stream. The group will be made up of the Across School Teachers, Within School Teachers and other school staff as appropriate. This group will be tasked with supporting changes of school and teacher practice.

All three groups will be seeking to compliment the leadership and management structures already in place in schools, using evidence and building relationships to either support or challenge current practice.

- **Principal CoL Leaders** have the role of co-ordinating the collaborative and professional activities across the Kāhui Ako | Community of Learning. They will play a lead role in planning, coordinating and facilitating the work of the Kāhui Ako | Community of Learning as a whole and the other Kāhui Ako | Community of Learning teacher roles. They will support Principals and Teachers to raise achievement and meet shared goals

- **Principal and school leaders** have the role to progress the work of the Kāhui Ako | Community of Learning within their schools. This group would meet twice a term to review progress, receive reports, and guide further work.

- **Across School Teachers** have the role of working with leaders and teachers across schools to improve school and teacher practice

- **Within School Teachers** have the role of working (in conjunction with school leaders) in their own school with teachers to improve school and teacher practice

- **Inquiry Time** this will enable teachers to have the time to learn from each other and work together on our Community of Learning goals

- **Professional Learning and Development** for leaders and teachers across our Kāhui Ako | Community of Learning to strengthen school systems and processes and teacher practice.
    - Using the expertise of the early childhood sector
    - Accessing external PLD providers linked to areas of work
    - Maximising internal expertise

How we will work together

- Working to the solution while maintaining the relationship
- Listen and seek to understand
- All working for the common good
- Inclusive and generous of spirit
- Value and celebrate diversity of our collective community
- Actively contribute and share the mahi to move forward

Data

National Standards 2016

Taita Stokes Valley Kāhui Ako		
Reading AT or ABOVE NS		
All	62%	558
Maori	57%	211
Pasifika	64%	192
Asian	69%	38
European	62%	106

Taita Stokes Valley Kāhui Ako		
Writing AT or ABOVE NS		
All	49%	444
Maori	43%	157
Pasifika	53%	157
Asian	64%	35
European	51%	86

Taita Stokes Valley Kāhui Ako		
Mathematics AT or ABOVE NS		
All	55%	495
Maori	52%	191
Pasifika	54%	161
Asian	71%	39
European	56%	96

NCEA 2016

Taita Stokes Valley Kāhui Ako		
NCEA Level 2 or above		
All	55.8%	53
Maori	52.2%	24
Pasifika	55.6%	20
Asian	-	-
European	48.8%	20
Male	48.8%	20
Female	61.1%	33

Achievement Challenges

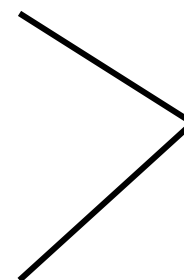| Writing	2016	2018	2019	2020
To lift the achievement of Year 1-8 students 'At or Above' the National Standard in Writing **(Taita-SV)**	Target percentage of students achieve At or ABOVE National Standards			
	49%	54%	59%	64%
	444/904	490/904	535/904	581/904

2026

85% of all students AT or ABOVE National Standards

Maths	2016	2018	2019	2020
To lift the achievement of Year 1-8 students 'At or Above' the National Standard in Mathematics **(Taita-SV)**	Target percentage of students achieve At or ABOVE National Standards			
	55%	60%	65%	70%
	495/904	540/904	585/904	631/904

2025

85% of all students AT or ABOVE National Standards

NCEA Level 2	2016	2018	2019	2020	2024
To lift the number of students leaving secondary school having achieved NCEA Level 2 or higher **(Taita-SV)**	Target percentage of students leaving secondary school having achieved NCEA Level 2 or higher				85% of all students achieving NCEA Level 2 or above
	56%	61%	66%	71%	
	53/95	58/95	63/95	67/95	

NOTE: Because of the anticipated change in the requirement to use National Standards, during 2018 our Kahui Ako we will develop targets based on other assessment tools. Schools will not be required to report against National Standards.

Achievement data (Writing – Taita Stokes Valley Kāhui Ako | Community of Learning)

School	All students at/above			2018			2019			2020			Overall	
	Number at/above	Total number of students	% students at/above	Number of students to Shift	Target number of students At or Above	% Shift	Number of students to Shift	Target number of students At or Above	% Shift	Number of students to Shift	Target number of students At or Above	% Shift	Target	Total number of shift
Avalon Intermediate	110	217	51%	11	121	5%	11	132	5%	11	143	5%	52%	33
Koraunui School	136	285	48%	15	151	5%	15	165	5%	15	180	5%	89%	44
Pomare School	16	58	28%	3	19	5%	3	22	5%	3	25	5%	85%	9
St Michael's (Taita)	75	114	66%	6	81	5%	6	87	5%	6	92	5%	91%	17
Taita Central School	68	135	50%	7	75	0%	7	81	0%	7	88	0%		20
Tui Glen School	39	95	41%	5	44	5%	5	48	5%	5	53	5%	60%	14
Kāhui Ako	**444**	**904**	**49%**	**46**	**490**	**5%**	**46**	**535**	**5%**	**46**	**581**	**5%**	**61%**	137

Achievement data (Maths – Taita Stokes Valley Kāhui Ako | Community of Learning)

School	All students at/above			2018			2019			2020			Overall	
	Number at/above	Total number of students	% students at/above	Number of students to Shift	Target number of students At or Above	% Shift	Number of students to Shift	Target number of students At or Above	% Shift	Number of students to Shift	Target number of students At or Above	% Shift	Target	Total number of shift
Avalon Intermediate	94	217	43%	11	105	5%	11	115	5%	11	126	5%	58%	32
Koraunui School	170	285	60%	15	185	5%	15	199	5%	15	214	5%	75%	44
Pomare School	20	58	34%	3	23	5%	3	26	5%	3	28	5%	49%	8
St Michael's (Taita)	82	114	72%	6	88	5%	6	93	5%	6	99	5%	87%	17
Taita Central School	81	135	60%	7	88	5%	7	95	5%	7	101	5%	75%	20
Tui Glen School	48	95	51%	5	53	5%	5	58	5%	5	63	5%	66%	15
Kāhui Ako	**495**	**904**	**55%**	**45**	**540**	**5%**	**45**	**585**	**5%**	**45**	**631**	**5%**	**70%**	136

Achievement data (NCEA Level 2 and Above Taita Stokes Valley Kāhui Ako)

School	All students NCEA Level 2 and Above (2016)			2018			2019			2020			Overall	
	Number at and above NCEA L2	Total number of students	% students and above NCEA L2	Number of students to Shift	Target number of students At and above NCEA L2	% Shift	Number of students to Shift	Target number of students At and above NCEA L2	% Shift	Number of students to Shift	Target number of students At and above NCEA L2	% Shift	Target	Total number of shift
Naenae College	53	95	56%	5	58	4%	5	63	4%	4	67	4%	71%	14

Strategy statement

The theory of change underpinning our approach at this stage of development is a design theory which will be reviewed and adapted where necessary. The theory outlined here is that it is best to inquire into the factors underpinning the achievement challenges to identify the most useful emerging trends as the focus for development.

We will use Spirals of Inquiry[1] (Timperley, Kaser and Halbert) as the model to guide us through our inquiry. We will use a range of strategies (for example, focus group discussions, school-specific inquiry processes, learning maps, analysing inquiries that are already under way) during the initial phase (scanning, focusing and hunch) to identify the key trends that our stakeholders believe will make the greatest positive impact on student achievement. We will then work across the network of our Kāhui Ako to confirm the trends that are the priority areas for change.

Three linked ideas underpin this theory:

- (Interest) Only engage interested teachers to participate in the strategy development process in the first year
- (Appreciation) Appreciate the capabilities of teachers, students and parents to contribute to strategy design
- (Collaboration) Groups of teachers, students and parents will work collaboratively within and across schools to develop strategies in response to the trends.

The Principal Leader, Across School and Within School teachers will then coordinate with principals, APs & DPs, teachers and students to design a set of interest-based and manageable strategies in line with the development priorities

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[1] *http://www.educationalleaders.govt.nz/Pedagogy-and-assessment/Evidence-based-leadership/The-spiral-of-inquiry*

Approach

To design and implement a common strategic framework that sets and monitors appropriate goals and school targets which aim to accelerate and progress achievement of Māori learners and others at risk of not achieving.

We aim to develop a Community of Learning I Kāhui Ako strategic plan for Māori through involving whānau, hapu and iwi that will ensure they experience success as Māori.
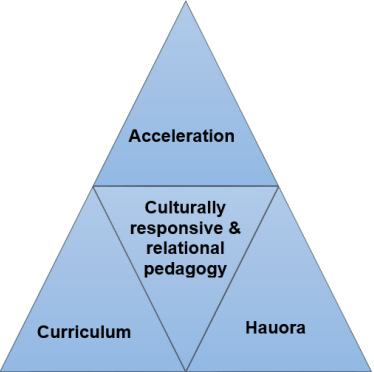
We have agreed that through sharing our resources and talents and focussing on these three areas, that we can make the biggest collective impact:

- **Acceleration**

- **Curriculum**

- **Hauora**

  Culturally responsive and relational pedagogy is common to all three areas

Our key levers of change
In order to shift achievement within our Kāhui Ako we believe the following areas form our theory of change. We envisage the areas below will form the basis of our inquiry workstreams and will be used to develop a more in-depth Theory of Action and to inform the work of our Kāhui Ako Leaders, Across School Teachers, Within School Teachers and inquiry time.

	Acceleration	Curriculum (what and how)	Hauora (Well Being)
	Evidence based Responsive Identification of students & targeted actions Strengthening teacher practice Common expectations & assessment practices Shared understanding of processes & practices Professional learning & development Engaged learners Shared resources Learning support	Cohesive curriculum pathway Family / whānau involvement Shared graduate profile Seamless transitions Future focused learning Engaged learners Culturally responsive Key competencies Authentic contexts STEM	Focused on wellbeing, resilience, relational & restorative practices, and engagement Supporting & enhancing staff & student wellbeing Promoting diversity & difference Connection to whanau & iwi Responsive to need Seamless transitions Providing learning support

Monitoring and evaluation

Monitoring
- Monitoring will focus on two aspects:
  - Implementation of the plan
  - Emerging evidence of impact and change as determined by identified measures (as part of inquiry for each work stream)

Evaluation
- The Kāhui Ako | Community of Learning Principal Leaders will work with other Principals and the Across School Teachers to develop an effective model of evaluation. This will focus on:
  - Beginning and end of year data about student achievement and participation, with commentary on its significance in relation to the Achievement Challenges and work streams
  - Emerging evidence of changes in teacher practice.
  - Use of student, parent and teacher voice.

Reporting
- The Kāhui Ako | Community of Learning Principal Leaders will coordinate the preparation of reports for the Stewardship Group and Board of Trustees to be supplied regularly throughout the year. These will cover:
  - Targets and priorities
  - Key aspects of implementation
  - Beginning and end of year data about student achievement and participation, with commentary on its significance in relation to the Achievement Challenges and work streams
  - Emerging evidence of changes in teacher practice
  - Issues arising and proposals