Mt Maunganui
Community of Learning
2016-2019

Arataki School

OMANU SCHOOL

MOUNT MAUNGANUI COLLEGE

TAHATAI COAST SCHOOL

MOUNT MAUNGANUI INTERMEDIATE

Mount Maunganui Primary School

Better together - Collective responsibility

He waka eke noa

We all move forward together leaving no one behind.

Our strategic intent:

Our Community of Learning I Kāhui Ako will collaborate to leverage the strengths within and across our schools to support the creation of each student as a whole person. We will focus on effective and clear pathways supported by sharing of effective learning and teaching practices to accelerate student achievement, core curriculum and culturally responsive practices information and knowledge.

As part of our collaborative work we seek to also engage with our local Iwi and Early Childhood providers to further leverage the expertise available to help our Community of Learning |Kahui Ako achieve our goals.

Background to the Mt Maunganui Cluster:

Mount Maunganui Community of Learning I Kāhui Ako consists of 3 contributing primary schools (Arataki School, Mount Maunganui Primary School, Omanu School), a full primary (Tahatai Coast School); an intermediate (Mount Maunganui Intermediate), and a co-educational secondary school (Mount Maunganui College) who provide continuity of education for students in the local area. Within the community, there are over 4000 students, 28% of whom are Māori, with between a quarter and a third that whakapapa to local iwi. There are approximately 50 Pasifika students.

Institution Name	Decile Rating	Roll July 2016	% Māori	% Pasifika
Arataki School	3	390	63	4
Mt Maunganui Intermediate	6	626	30	2
Mt Maunganui School	9	466	15	2
Mt Maunganui College	6	1398	28	2
Omanu School	7	556	21	2
Tahatai Coast School	7	652	26	2

Ngai Te Rangi, Ngati Ranginui, and Ngati Pukenga are the three main tribal groups in Tauranga Moana. We recognise Ngai te Rangi Iwi and the Nga Potiki hapu as tangata whenua/mana whenua. Schools are developing positive partnerships with Ngai Te Rangi and, with iwi support, are introducing a range of opportunities for students to learn Te Reo and tikanga Māori. Across the Community of Learning I Kāhui Ako there have been positive developments in the effectiveness of professional leadership and capability.

Iwi Rohe (boundaries)
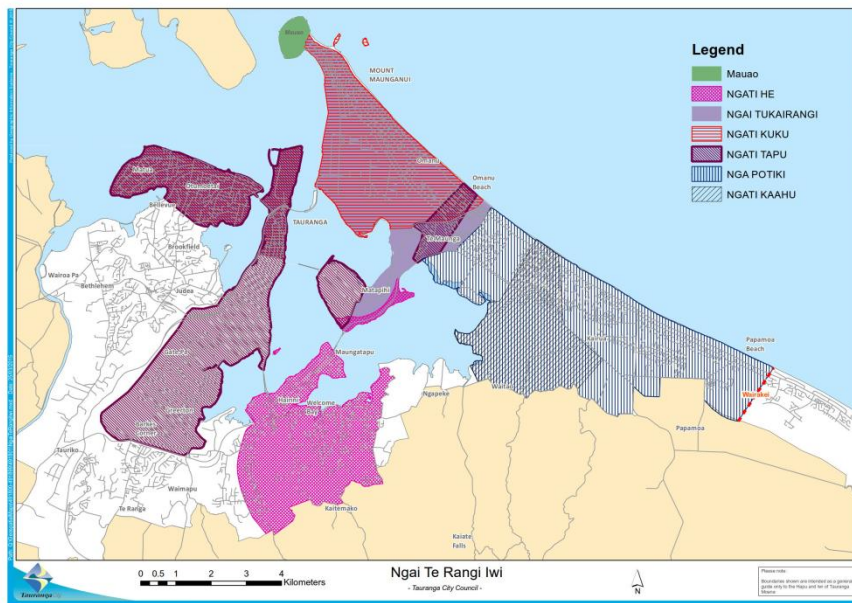
History of Engagement:

We have worked together as part of:

- Mount Maunganui/Papamoa Coastal Strip Principal Cluster.
- Ngai Te Rangi Iwi Education Plan 2012-2013
- Extending Higher Standards Across Schools: a cluster that involved 6 contributing schools, the intermediate and college 2007-2009

As a Community of Learning I Kāhui Ako we agree to engage with each other in a way that values and promotes:

- Appreciative Inquiry
- Collective decision making
- High relational trust
- Cohesion
- Reporting to our BOT re Community of Learning I Kāhui Ako developments and involvement as appropriate
- Building positive perceptions of all schools in our Community of Learning I Kāhui Ako
- Informing and involving staff, stakeholders, whānau, community and Boards in discussion and planning
- Building iwi partnerships
- Using student voice to inform our decision making
- Building a picture of our collaboration through a website

Data Analysis

The data we looked at was drawn from a number of sources, including:

- Combined ERO report 2016
- Individual National Standards data and NCEA
- Mt Maunganui College Research - Achieving as Māori
- Community consultation - strategic direction
- Inquiry into transition
- Inquiry into Rumaki/bilingual educational provision and development of Māori language, identity and culture.

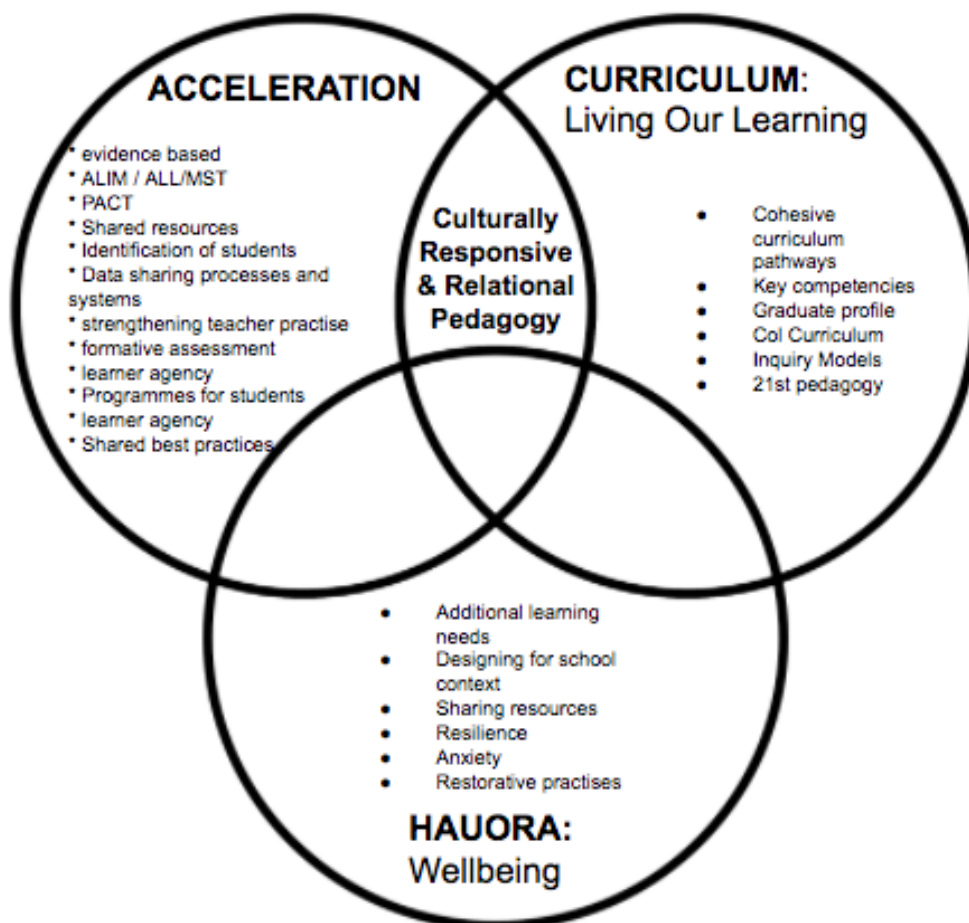Community of Learning I Kāhui Ako Goals as identified by ERO:
- Continue to develop shared expectations for teaching and learning across the Community of Learning I Kāhui Ako , which effectively engage students in their learning and encourages them to be self-managing 21st Century learners
- Implement a cohesive Community of Learning I Kāhui Ako wide curriculum document that is aligned to local iwi education plans and whānau aspirations for tamariki
- Design and implement a common strategic framework that sets and monitors appropriate Community of Learning I Kāhui Ako goals and school targets, which aim to accelerate the progress and achievement of Māori students and others at risk of not achieving positive educational outcomes
- Set clear guidelines, which support all teachers in the Community of Learning I Kāhui Ako to make valid and reliable judgements about student achievement in relation to the National Standards and other moderation practices and assessment tools in Years 1 to 10.

Achievement Challenges:

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 and others at risk of not achieving.

We aim to develop a Community of Learning I Kāhui Ako strategic plan for Māori through involving whanau, 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:

1	**Acceleration** To achieve better than expected progress

Actions:
- To collate and analyse 2017 data.
- To develop a strategic framework across Community of Learning I Kāhui Ako that sets and monitors appropriate goals and targets
- Community of Learning I Kāhui Ako PLD focus on acceleration and responsive practice
- Develop collective understanding, use of smart tools and processes to measure progress consistently across the Community of Learning I Kāhui Ako. Explore PACT Develop collective understanding of acceleration as opposed to remediation.
- Develop collective understanding of effective and responsive pedagogy to accelerate achievement.
- Identify and share key personnel and resources across the Community of Learning I Kāhui Ako
- Access programmes for students from MOE as appropriate for each school context (ALIM, ALL, MST)
- Gain a shared understanding of 'good practice' in leadership/systems/processes/ and teaching across the Community
- Work with colleagues across the Community using an inquiry cycle to identify the strengths and needs of leaders and teachers and to plan and implement 'good practice' leading to achieved desired outcomes for Māori learners, particularly boys
- Establish systems and processes for in-school (where required) and between school moderation and data sharing.
- Provide opportunities for parents, family and whānau to strengthen their role in their children's achievement
- Identify leadership that needs to be developed across the Community and specific and strategic professional learning and development

Outcomes:
- Development of shared understanding of the Learning Progressions
- Consistency in OTJ's/progress assessment tools
- Common language for learning across all schools
- Assessment capable learners (have a shared definition)
- Co-construction of expectations for quality

2	**Curriculum** Living our learning to prepare global citizens who are culturally connected

Actions:
- Develop combined graduate profile
- Examine what does that look like for our learners from 1-13

- Identify skills and attributes are important to us
- Develop a community based curriculum
- Develop future-focussed pedagogy ICT/e learning
- Review and re-establish links with Ngai te Rangi and Nga Potiki Iwi
- Review Iwi Graduate profile and how this is reflected in school based curriculum
- Establish consultation links with ECE

Outcomes:
- Community of Learning I Kāhui Ako Graduate profile for all learners
- Graduate profile for Māori (with iwi)
- Community based curriculum
    Future focussed
    Cultural competencies
- Formal links with Mount ECE established.

3	**Hauora** Monitoring, supporting and enhancing student wellbeing throughout our CoL's journey.

- Community of Learning I Kāhui Ako to examine the data we have in relation to:
    Wellbeing
    Resilience
    Relational and restorative practices and engagement.
- Engage in action planning to monitor, support and enhance student wellbeing.
- Provide opportunities for SENCO's to work together (brokering resources and access to services for our CoL)
- Student Voice - opportunities for student voice to have a positive impact on student wellbeing.
- Staff voice -Opportunities for staff voice to have a positive impact on staff wellbeing.

Outcomes:
- Data will be gathered across our CoL on student hauora.
- Action plan developed to monitor and enhance student hauora
- Network of SENCOs is functioning with regular hui and sharing of info, systems and expertise.
- Student voice collected.
- Key messages used to develop action plan.
- Staff voice collected.
- Key messages used to develop action plan.

We have agreed there are some areas where we can make a real difference for our students by working collaboratively and focusing some of our best teachers and leaders on these areas. These achievement challenges are in **Reading, Writing and Mathematics.**

Our Community of Learning | Kāhui Ako has a diverse range of schools with different demographics and levels of student attainment; ranging from below 50% of Māori students 'At or Above' national standards to over 90% of Pākehā students 'At or Above' national standards. The targets below have been set based on every school within the community making progress for their students.

Achievement in Writing

Targets: We have set these targets to tackle this challenge:

1 We aim to lift the achievement of **all students** at or above the national standard in **Writing** from 71 % (1853/2620) in 2016 to 87% (2279/2620) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 all at or above	
No	%	No	%	No	%	No	%
1853/2620	71	2017/2620	77	2148/2620	82	2279/2620	87

2 We aim to lift the achievement of our **Māori students** at or above the national standard in **Writing** from 58 % (448/771) in 2016 to 75% (578/771) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori at or above	
No	%	No	%	No	%	No	%
448/771	58%	501/771	65%	540/771	70%	578/771	75%

3 We aim to lift the achievement of **Pākehā students** at or above the national standard in **Writing** from 78% (1235/1576) in 2016 to 89% (1403/1576) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Pākehā at or above	
No	%	No	%	No	%	No	%
1235/1576	78%	1277/1576	81%	1340/1576	85%	1403/1576	89%

4 We aim to lift the achievement of all our **year 9 and 10 students** at or above the expected curriculum level in **Writing** from 54.1% % (301/556) in 2016 to 80% (445/556) in 2019.

Year 9 & 10 students Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Year 9 & 10 at or above	
No	%	No	%	No	%	No	%
301/556	54.1%	334/556	60	389/556	70	445/556	80

Achievement in Reading

Targets: We have set these targets to tackle this challenge:

5   We aim to lift the achievement of **all students** at or above the national standard in **Reading from** 79% (2081/2620) in 2016 to 95% (2489/2620) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 all at or above	
No	%	No	%	No	%	No	%
2081/2620	79%	2227/2620	85%	2358/2620	90%	2489/2620	95%

6   We aim to lift the achievement of our **Māori students** at or above the national standard in **Reading** from 69% (532/771) in 2016 to 84% (648/771) in 2018.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori at or above	
No	%	No	%	No	%	No	%
532/771	69%	571/771	74%	609/771	79%	648/771	84%

7   We aim to lift the achievement of all our **Pākehā students** at or above the national standard in **Reading** from 86% (1363/1576) in 2016 to 98% (1544/1576) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Pākehā at or above	
No	%	No	%	No	%	No	%
1363/1576	86%	1418/1576	90%	1481/1576	94%	1544/1576	98%

8   We aim to lift the achievement of all our **year 9 and 10 students** at or above the expected curriculum level in **reading** from 83.5 % 464/556 in 2016 to 90% (500/556) in 2019.

Year 9 & 10 students Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Year 9 & 10 at or above	
No	%	No	%	No	%	No	%
464/556	83.5%	473/556	85%	484/556	87%	500/556	90%

Targets: We have set these targets to tackle this challenge:

9   We aim to lift the achievement of **all students** at or above the national standard in **Mathematics** from 72% (1876/2620) in 2016 to 89% (2332/2620) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 all at or above	
No	%	No	%	No	%	No	%
1876/2620	72%	2044/2620	78%	2200/2620	84%	2332/2620	89%

10   We aim to lift the achievement of **Māori students** at or above the national standard **in Mathematics from** 59% (457/771) in 2016 to 75% (389/530) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 Māori at or above	
No	%	No	%	No	%	No	%
457/771	59%	501/771	65%	540/771	70%	578/771	75%

11   We aim to lift the achievement of all our **Pākehā students** at or above the national standard in **Mathematics** from 78% (1227/1576) in 2016 to 91% (1434/1576) in 2019.

Current State 2016		Intermediate State 2017		Intermediate State 2018		Desired State – 2019 non-Māori at or above	
No	%	No	%	No	%	No	%
1227/1576	78%	1292/1576	82%	1371/1576	87%	1434/1576	91%

12   We aim to lift the achievement of all our **year 9 and 10 students** at or above the expected curriculum level in writing from 82% 456/556 in 2016 to 90% 680/1069 in 2018.

Year 9 & 10 students Current State 2016		Intermediate State 2016		Intermediate State 2017		Desired State – 2018 Year 9 & 10 at or above	
No	%	No	%	No	%	No	%
456/556	82%	473/556	85%	484/556	87%	500/556	90%

Where are our students and which ones are we targeting?

In 2016 our Māori and Pākehā who were **below** (one year below National Standards or one curriculum level below expectation) were in the following schools:-

WRITING Below	Total year 1-4	Māori year 1--4	Pākeha Year 1-4	Total year 5-8	Māori year 5-8	Pākeha Year 5-8	Total year 9-10	Māori year 9-10	Pākeha Year 9-10
Arataki	73	48	25	38	27	11	-	-	-
Mt Maunganui Intermediate	-	-	-	112	45	67	-	-	-
Mt Maunganui	41	x	x	44	x	x	-	-	-
Omanu	46	x	x	20	x	x	-	-	-
Tahatai Coast	117	27	90	95	48	47	-	-	-
Mt Maunganui College	-	-	-	-	-	-	256	95	161
TOTAL	**277**	**84**	**193**	**309**	**132**	**177**	**256**	**95**	**161**
READING Below	Total year 1-4	Māori year 1-4	Pākeha Year 1-4	Total year 5-8	Māori year 5-8	Pākeha Year 5-8	Total year 9-10	Māori year 9-10	Pākeha Year 9-10
Arataki	40	27	13	12	9	3	-	-	-
Mt Maunganui Intermediate	-	-	-	112	45	67	-	-	-
Mt Maunganui	33	x	x	18	x	x	-	-	-
Omanu Primary	45	x	x	7	x	x			
Tahatai Coast	93	22	71	66	25	41	-	-	-
Mt Maunganui College	-	-	-	-	-	-	93	42	51
TOTAL	**211**	58	153	**215**	85	130	**93**	42	51
MATHEMATICS Below	Total year 1-4	Māori year 1-4	Pākeha Year 1-4	Total year 5-8	Māori year 5-8	Pākeha Year 5-8	Total year 9-10	Māori year 9-10	Pākeha year 9-10
Arataki S	63	47	16	27	x	x	-	-	-
Mt Maunganui Intermediate	-	-	-	121	53	68	-	-	-
Mt Maunganui	45	10	35	17	x	x	-	-	-
Omanu Primary	70	9	61	17	x	x	-	-	-
Tahatai Coast	74	20	54	93	44	49	-	-	-
Mt Maunganui College	-	-	-	-	-	-	101	48	53
TOTAL	**252**	86	166	**275**	125	150	**101**	48	53

Note: x= data has been redacted

How will we monitor our progress against these targets?

- Use National Assessment Results – NCEA BPS Target 85% of 18 Years old achieving NCEA L2.
- Standardised assessment tools, such as PAT/e-asTTle, Observation Survey
- National Standards
- Learning Progressions Framework. The Community of Learning I Kāhui Ako will also explore Community of Learning I Kāhui Ako wide implementation of PACT
- Explore Mt Maunganui College's Culturally Responsive Framework to develop staff practice of supporting success of our Māori students as Māori
- In-school assessments – including data from previous schools
- Individual Education Plans and Narrative Assessments for students with learning support needs.
- The Community of Learning I Kāhui Ako will explore the Inclusive Practice Tool.
- Student wellbeing – evidence about student feelings of wellbeing. The Community of Learning I Kāhui Ako will explore using the Wellbeing at School Tool to inform future planning
- Monitor through engagement data such as attendance, stand downs and suspensions and a range of behaviour data
- Schools based evidence of engagement with local community.
- In-school observations and reviews.