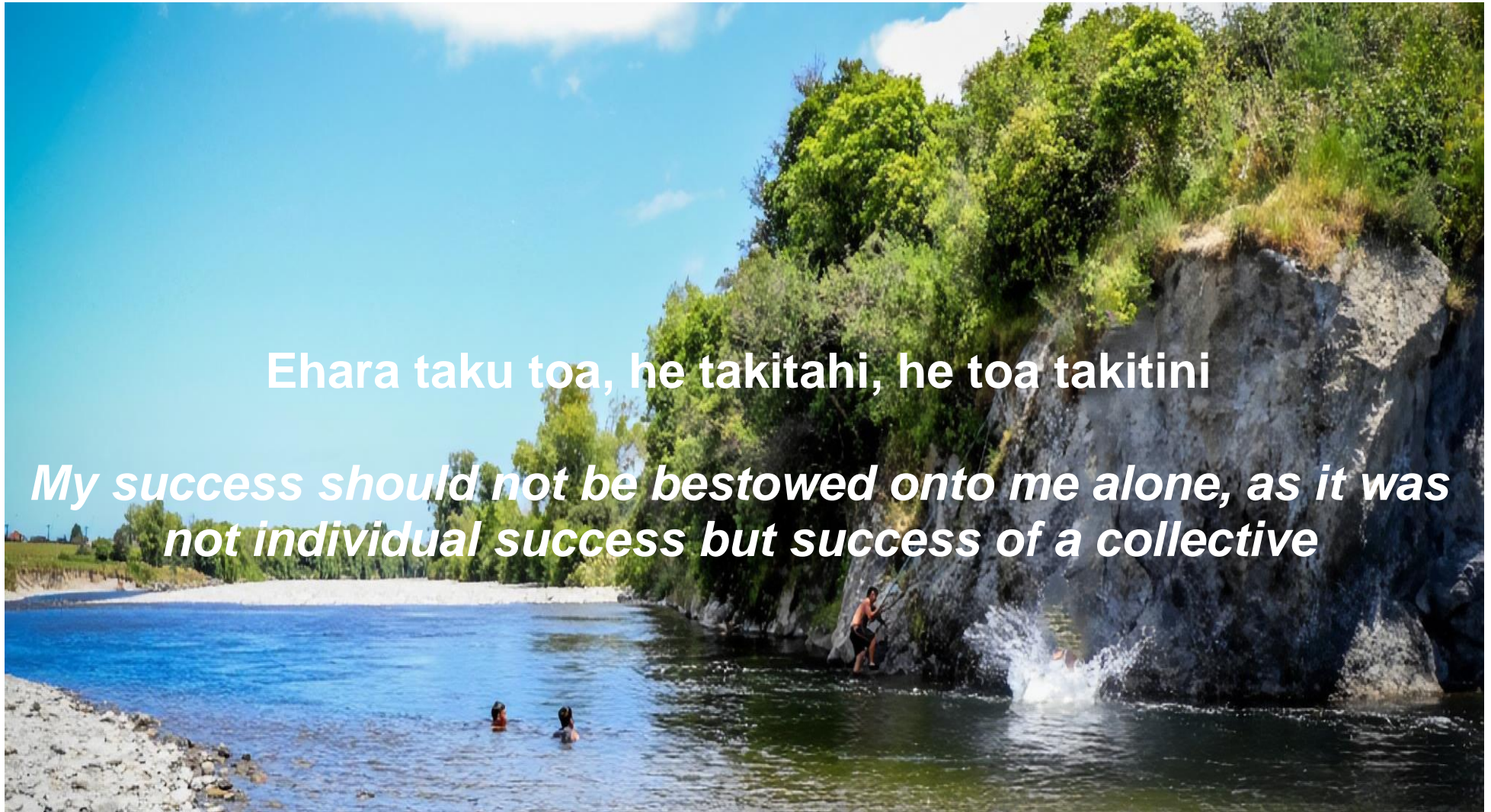# Taita-Stokes Valley Kāhui Ako | Community of Learning

Strategic Plan With Achievement Challenges 2022

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

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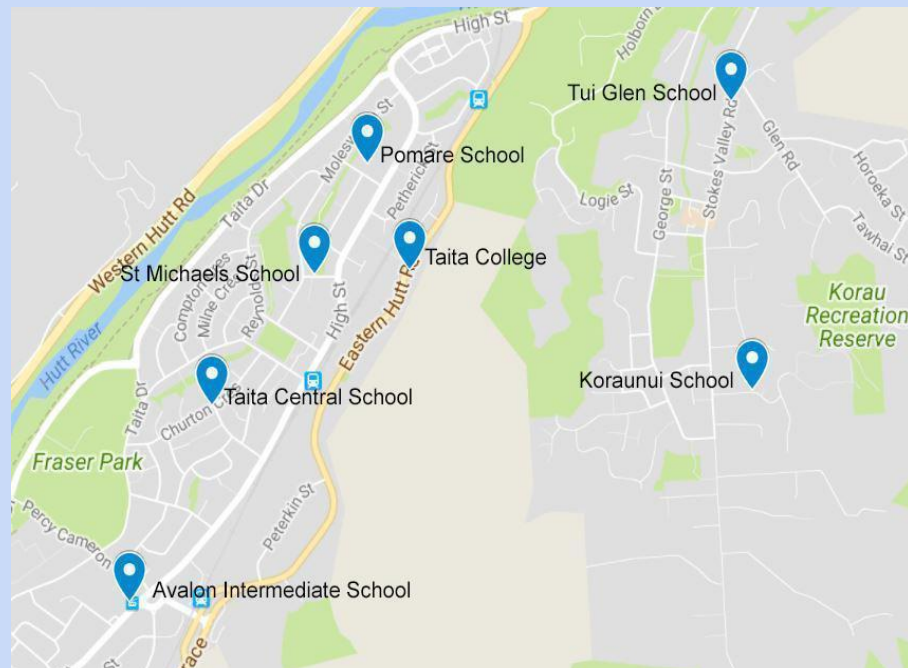
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Background

The Taita-Stokes Valley Kāhui Ako | Community of Learning was first established in late 2015, initially working alongside the Naenae Community of Learning before separating into two distinct Kāhui Ako in early 2020.

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. We also have 7 ECEs in our Kāhui Ako: Stokes Valley Community Childcare Centre, Best Start Taita, Stokes Valley Kindergarten, Holborn Kindergarten, Taita Kindergarten, Koraunui Kindergarten and Stokes Valley Playcentre.

Various working groups met and developed the moral purpose, vision and ways of working in the early stages of the journey of the Kāhui Ako, and identified structures, roles, levers, strategy and goals. Roles within the KA were clarified, people were appointed to progress the work identified and an Action Plan was created.

Our schools and Centres

School	Year level	Decile
Avalon Intermediate	Yr 7 - 8	2
Koraunui School	Yr 1 - 6	3
Pomare School	Yr 1 - 6	1
St Michael's School	Yr 1 - 8	2
Taita Central School	Yr 1 - 6	2
Taita College	Yr 9 - 13	2
Tui Glen School	Yr 1 - 8	2
Best Start Taita	infant - preschool	
Holborn Kindergarten	2 years old and over	
Koraunui Kindergarten	2 years old and over	
Stokes Valley Community Childcare Centre	0-5 years	
Stokes Valley Playcentre	all ages	
Stokes Valley Kindergarten	2 years old and over	
Taita Kindergarten (joined Term 1 2022)	2 years old and over	

Our schools in 2021: Rolls, Year Levels, Deciles, Student Population Data

| School	July 2021 roll	Year level	Decile	Maori	Pasifika	Girls	Boys
Avalon Intermediate	231	Yr 7 - 8	2	93	70	114	117
Koraunui School	214	Yr 1 - 6	3	104	36	107	107
Pomare School	63	Yr 1 - 6	1	27	21	33	30
St Michael's School	120	Yr 1 - 8	2	13	93	59	61
Taita Central School	154	Yr 1 - 6	2	64	62	75	79
Taita College	367	Yr 9 - 13	2	162	126	191	176
Tui Glen School	158	Yr 1 - 8	2	89	35	72	86
TOTALS	1307			552	443	651	656

Our 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
- 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
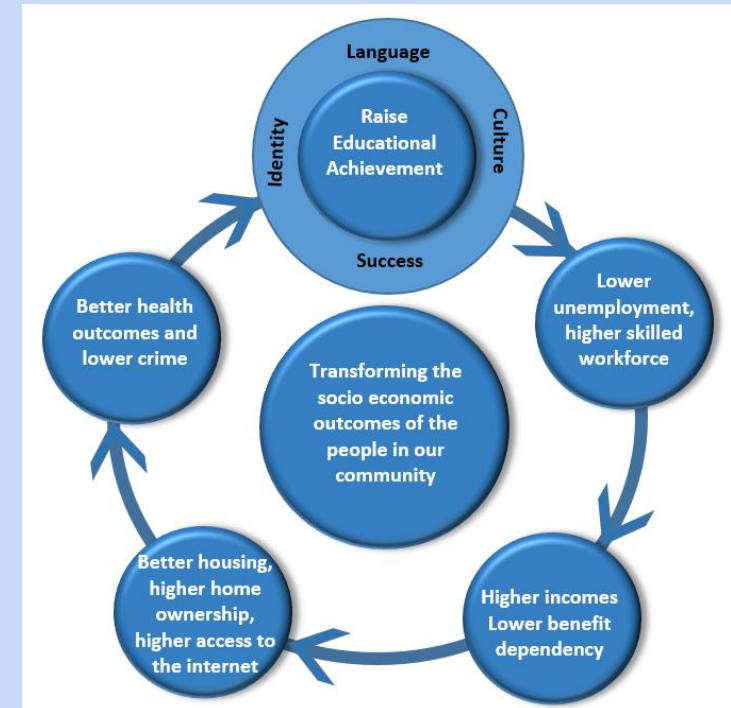
Our Purpose

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

Our Vision

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

Our Structure: Working Groups and Roles

Working Groups

- The **Steering group** is made up of the Lead Principal and Across School Teachers. This group will administer, plan and co-ordinate activities and events, oversee the working groups, liaise with MOE and outside agencies, report on and manage PLD, maintain timely and clear communication with all stakeholders.
- The **Leadership group** comprises the principals, head teachers, DPs and APs, ASTs, WSTs, LSCs, MOE liaisons. This group meets once a term to review and plan ahead.
- **Project groups** will be established for each work stream. The groups 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.

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

Roles

- **CoL Lead Principal** has 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.
- **Support Principals** have the role of supporting the Lead Principal by being available when required for hui or decision making.
- **Principals and school leaders** have the role to progress the work of the Kāhui Ako | Community of Learning within their schools. This group would meet once 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** (funded by MOE) this will enable within school 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 work together

- Working to the solution while maintaining the relationship
- Commitment to achieve and complete common goals
- All working for the common good
- Value all ideas and people - be inclusive
- Inclusive and generous of spirit
- Openness and willingness to learn, change is good
- Have a shared vision and keep it in mind in all mahi
- Sustainability and keeping the excitement flowing
- Value and celebrate diversity of our collective community
- Open communication - keep it flowing
- Actively contribute and share the mahi to move forward
- Listening to our community
- Honesty - if you don't like the idea or you really do, say why, share your misgivings, thrash it out
- Not over-complicating our mahi
- Clarity of purpose
- Let our wider staff in on everything that is going on

Our 2022 Levers and Project Groups

In 2022, our mahi sits under three working levers:

- Curriculum
- Hauora
- Culturally responsive practices
- Transitions

Sitting within these levers are six project groups. These are:
- ECE Network
- Progress and Assessment
- Local Curriculum
- Pasifika Talanoa
- Engagement and Attendance
- Hauora

Our Action Plan documents the work of these groups.

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.

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

Three linked ideas underpin this theory:

- (Interest) Only engage interested teachers to participate in the strategy development process.
- (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.

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 we can make the biggest collective impact through sharing our resources and talents and focussing on these three areas:

Monitoring, evaluation and reporting

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

1

Evaluation
- The Kāhui Ako | Community of Learning Lead Principal 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 Lead Principal will coordinate the preparation of reports for the Boards 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

Part 3 - Achievement Challenges, Targets, Progress

Achievement Challenges 2021, 2022 - Goals, Actions and Measuring Progress

Achievement Challenge	Reason for Achievement Challenge	Long term Goals	Actions	Measuring progress
Raise achievement of school leavers in our KA Increase the number of students in years 1-8 meeting and exceeding curriculum expectations in reading, writing and maths, and at NCEA Level 1	Achievement was identified as an area which needs improvement when the KA was first established in 2015. It continues to be an area of concern at all levels of schooling	**Reading:** to raise the percentage of students who are achieving at the expected curriculum level by the end of 2024 to 70%	Structured Literacy - Liz Cane Using PACT Curriculum project group - See action plan	Collecting OTJ/curriculum data at the end of each year
		Writing: to raise the percentage of students who are achieving at the expected curriculum level by the end of 2024 to 60%	Structured Literacy - Liz Cane Using PACT	Collecting OTJ/curriculum data at the end of each year
		Maths: to raise the percentage of students who are achieving at the expected curriculum level by the end of 2024 to 70%	Using DMIC in some schools	Collecting OTJ/curriculum data at the end of each year
To be a learning community which embraces our cultural diversity. Improve wellbeing and the sense of belonging for students, in their school/communities	Recognising, acknowledging and celebrating cultural diversity was identified as an area of improvement from the NZCER wellbeing survey 2020.	**Cultural Connectedness** - we want more students to say they feel culturally connected at school by the end of 2022	● Administering NZCER wellbeing survey ● Aligning ● Local History Curriculum with Huia Puketapu	Analysing NZCER Wellbeing Survey collected at end of each year Analysing attendance and achievement data
		Having a say at school - we want more students to feel they have a say at what happens at school by the end of 2022	Administering NZCER wellbeing survey	NZCER Wellbeing Survey collected at end of each year

		Feeling safe to share things at school - we want more students to feel they can say how they are feeling by the end of 2022	● Administering NZCER wellbeing survey ● School by school ● Pasifika Liaison Officer appointed	NZCER Wellbeing Survey collected at end of each year
To enable children to participate in a learning pathway that allows them to meet their potential and enjoy success Improve attendance statistics	Attendance and transitions from school to school within the local pathway have been identified as areas to work on. Attendance of some of our tamariki is concerning and has a negative effect on their achievement at school and future life choices. Our schools have tended to work as individual units with some but not a lot of understanding or knowledge of what happens at other workplaces. Making connections across the chool communities will benefit everyone.	**Attendance** - Regular attendance is 90% according to MOE expectations. We want to have 70% of primary and intermediate students and 50% of college students regularly attending by the end of 2022	● Daily attendance taken at all schools ● Follow up unexplained absences in a timely manner ● Use Pasifika Liaison Officer ● Truancy service to build relationships Local History Curriculum with Huia Puketapu	MOE Attendance data accessed each year
		Pathways and transition - - ECE to primary - Primary to Intermediate - Intermediate/Full primary to College	Strengthen transitions through using more deliberate and useful information sharing from one kura/centre to the next Establishing an ECE network Meeting termly to discuss best practice - transition process	get feedback from students/whanau/teachers/ re whether the transition process was easier/better/more helpful

TARGETS

Reading Targets

	2019	2020	2021	2022	2023	2024
6 primary schools (529 students)	58% at or above	62% at or above	66% at or above	70% at or above		
Taita College NCEA Data	62% achieved Level 1					

Writing Targets

	2019	2020	2021	2022	2023	2024
6 primary schools (458 students)	achieving 50% at or above	53% at or above	56% at or above	60% at or above		
Taita College NCEA Data	62% achieved Level 1					

Well Being Targets

Targets	2020	2021	2022	2023
Staff are interested in my culture and background	27% disagreed	24% disagree	21% disagree	18% disagree
I have a say in what happens at school	27% disagreed	24% disagree	21% disagree	18% disagree
I can say how I'm feeling when I need to	36% disagreed	33%	30%	27%

Attendance Targets and Actual data

ATTENDANCE 90% or more is expected rate	Actual from previous years - attended at expected rate									TARGETS
				Covid-19-impacted with lockdowns and on-line learning now and then from April 2020 till August 2021						
	2011-2019 Māori	2011-2019 Pasifika	2011-2019 All	2020-2021 Māori	2020-2021 Pasifika	2020-2021 All	2022 Māori	2022 Pasifika	2022 All	Target by end of 2022
Year 1-6	60%	68%	67%	46%	50%	55%				70% regular attendance
Year 7-8	54.6%	58.5%	67.5%	40%	52%	50%				70% regular attendance for all 60% attendance for Pasifika and Māori
Year 9-13	29.5%		41.1%	24%	39%	49%				45% regular attendance for all 35% regular attendance for Māori

Appendix 1) Data- 2019, 2020, 2021

6 primary/intermediate schools

Taita Stokes Valley Kāhui Ako **Reading** AT or ABOVE Expected Level						
	2019		2020		2021	
All	58%	529	49%	446	55%	
Male					48%	
Female					63%	
Maori	50%	187	44%	151	44%	
Pasifika	59%	177	45%	136	56%	
Asian	73%	38	82% (3 schools)	35		
European	75%	101	60%	53 +AIS	61%	

Taita Stokes Valley Kāhui Ako **Writing** AT or ABOVE Expected Levels						
	2019		2020		2021	
All	50%	458	42%	371	43%	
Male					35%	
Female					57%	
Maori	45%	171	35%	123	35%	
Pasifika	49%	147	43%	121	49%	
Asian	65%	34	75% (3 schools only)	30		
European	59%	79	51%	47 +AIS	55%	

Taita Stokes Valley Kāhui Ako **Maths** AT or ABOVE Expected level				
	2020		2021	
All	47%	418	47%	
Male			49%	
Female			52%	
Maori	42%	136	42%	
Pasifika	42%	140	49%	
Asian	80% (3 schools)	32		
European	57%	55 + AIS	54%	

Reading at/above expectations	2019	2020	2021	2022
Taita Central	62.1%	53%	63%	
Koraunui	56.4%	46%	47%	
Tui Glen	58%	57%	59%	
Pomare	75%	55%	52%	
St Michael's	72%	55%	65%	
Avalon Intermediate	61%	39%	44%	

Writing at/above expectations	2019	2020	2021	2022
Taita Central	56.2%	38%	46%	
Koraunui	39.4%	40%	38%	
Tui Glen	58%	53%	45%	
Pomare	69.5%	45%	31%	
St Michael's	62%	47%	59%	
Avalon Intermediate	56%	37%	39%	

Mathematics	2019	2020	2021	2022
at/above expectations				
Taita Central	61%	54%	58%	
Koraunui	44.3%	46%	57%	
Tui Glen	59%	54%	45%	
Pomare	83%	55%	33%	
St Michael's	75%	57%	60%	
Avalon Intermediate	57%	32%	31%	

NCEA -Taita College

Taita Stokes Valley Kāhui Ako **NCEA Level 2, Level 3 and UE**												
	Y12 L2				Y13 L3				UE			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
All	80.3%	66%	71%		79.1%	85%	90%		23.9%	24%	32%	
Maori	81.3%	68%	53%		87.5%	90%	89%		25%	17%	15%	
Pasifika	81.1%	67%	74%		76.5%	81%	97%		20.6	31%	27%	
Asian	100%	100%			100%	100%			100%	50%		
European	76.7%	61%	67%		90.3%	82%	85%		25.8%	25%	35%	
Male	82.9%	70%	72%		75%	92%	90%		21.9%	16%	20%	
Female	78%	69%	71%		82.9%	77%	90%		25.7%	41%	43%	

What has gone well? What have we achieved?
- Relationship building between the '50' Leadership Group   '50 people' Leadership days-content and facilitation was good   - Chris' guidance   - Some inquiry groups were starting to connect and traction starting for some   - ASTs were fantastic   - Clear vision and purposeful levers (although review needed of data)   - SOD in March was successful-great thought provoking speakers and an opportunity to share our vision and plan (although this may change? Or we do with a smaller group?   - Some connections with local iwi   - Plan in place to connect with TC's Marae and staff PD alongside Simon   - Some good work 2-3 years back developing the AC-(not currently a living document or known by everyone though)   - Strong relationship with SV/Taita principals group. Alignment with our plan.   - Staff only day gave all staff across the schools an idea about what has been happening across the CoL over the past 1-2 years.
Data-evidence
See Achievement Challenge data.

Where to next?

- Reset-Achievement Challenge-we need to ensure ownership from all-how?
- Review our current AC data and targets-focus TBC-curriculum expectations? Well being, attendance,
- AST appointments-need to secure two good people
- Inquiry groups reset? Do we want this? Super staff meetings each term? LSCs could help with this?
- LSCs-transition to school-ECE to be part of this work
- LSCs-special needs registers-to complete, share, analyse and work out next steps
- WIST-what is in place for them now?
- Chris PD with principals, ASTs, LSCs, WISTs, going forward? Our own '20 people group'
- PLD application-hours will support T4 and 2021 PD-to update separately from Naenae
- Keep the connections with Naenae-2x principals meetings to share our KA work each year? Iwi connections? Other?
- Stewardship group? How? Who? When?
- How do we measure acceleration and/or added value in our different schools and is this something we could look at across the CoL
- Collecting data about staff and student wellbeing using NZCER tool so that this is measured, tracked and we can explore targets around this once we have a clearer picture
- Collecting attendance data across the CoL and developing a shared understanding/approach around managing attendance in our schools.
-