

**Ngā Kura mo te ako o Whangarei  
Kāhui Ako (Group 1)**

**ACHIEVEMENT CHALLENGES**

**2019 - 2021**

# Our Vision

Ngā Kura mo te ako o Whangarei Kāhui Ako Group 1, supports the well-being and success of students, leading to improved achievement and lifelong learning that enhances collaboration and the values we share as a community.

## Our Goals

To improve the wellbeing / hauora of students across the community.



### ACHIEVEMENT CHALLENGE

#### Wellbeing

Responding holistically to all aspects of student needs, including their physical, social, emotional, academic and spiritual (ERO Well-being for Success) so that children have a sense of wellness and resilience, understanding their own mana atuaanga – uniqueness and spiritual connectedness (Te Whariiki).

To improve student engagement through the STEAM approach.



### ACHIEVEMENT CHALLENGE

**STEAM** is an acronym of science, technology, engineering, and maths but also introduces arts.

To inspire students by giving them real life experiences of science and encourage creative thinking and 21<sup>st</sup> Century skills for the modern world.

To improve oral and written language skills



### ACHIEVEMENT CHALLENGE

#### Written Language

85% of students confidently and competently working at the required curriculum level in writing for Year 1, Year 7, and Year 9.

### OUTCOME

That learners have the expected skills and dispositions for a successful transition\* from ECE into primary; and are at the expected National Curriculum level at the point of transition from Years 6-7, and Years 8-9. This will lead to increased student retention and achievement rates for NCEA Level 2 students, particularly Maori.

\*<https://www.ero.govt.nz/publications/evaluation-at-a-glance-transitions-from-primary-to-secondary-school/6-transition-from-primary-to-secondary-school/>

## Our Profile

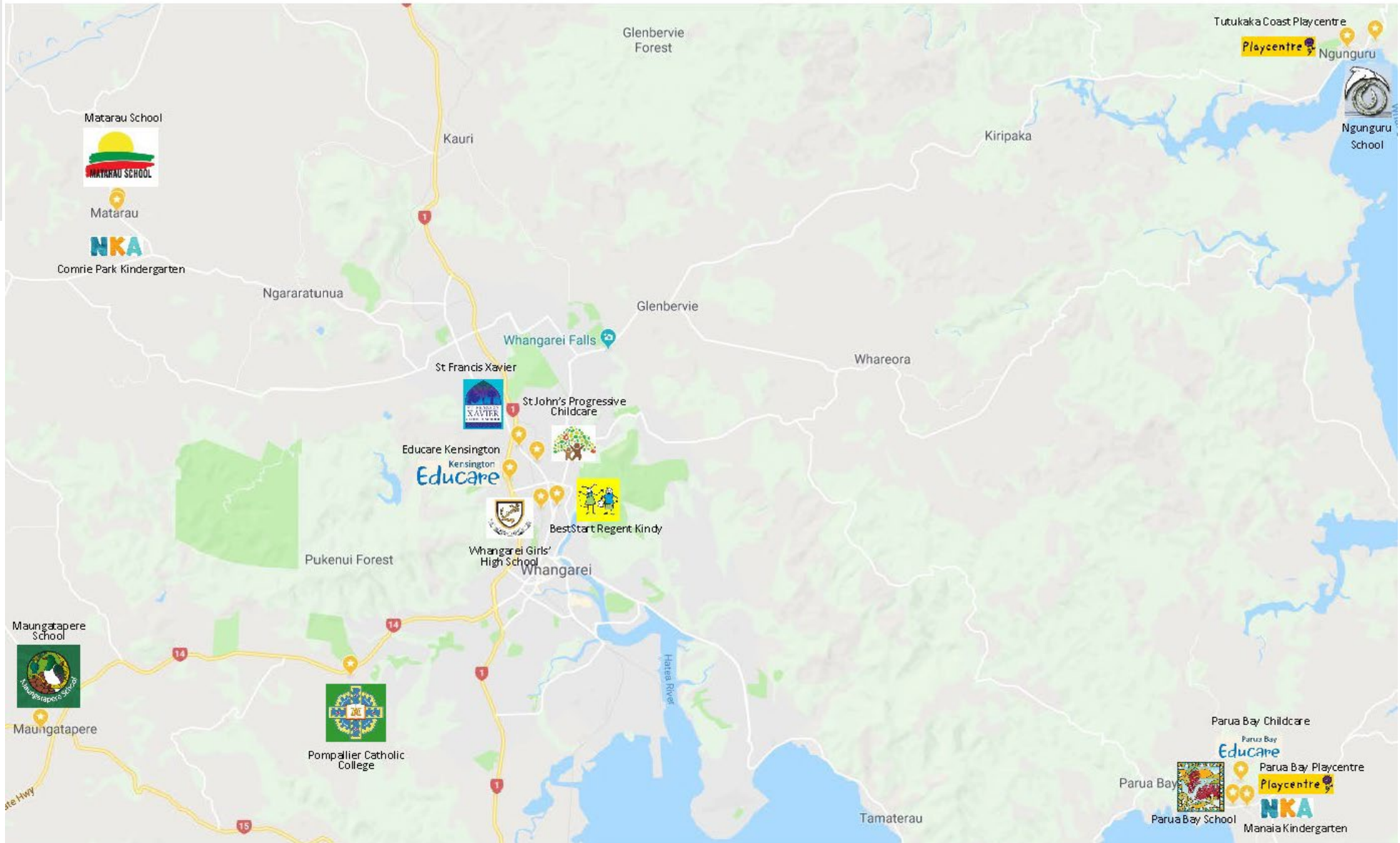
Our Kāhui Ako Group 1, is one of five Kāhui Ako in what is known as the Hub. There are a significant number of Early Childhood Centres (ECEs) that feed into our primary schools and similarly a large number of other schools in the Whangarei district feed into our secondary schools.

The Ngā kura mo te ako o Whangarei Kāhui Ako Group 1 includes the following preschool, primary and secondary schools: BestStart Regent Kindy, Comrie Park Kindergarten, Kensington Educare, Manaia Kindergarten, Parua Bay Childcare, Parua Bay Playcentre, St John's Progressive Childcare and Tutukaka Coast Playcentre.

In our Kāhui Ako there is one Year 1-6 primary school and four Year 1-8 schools. Matarau, Ngunguru, Parua Bay and Maungatapere are the four full primary schools. These schools are located within 30 kilometres of Whangarei. St Francis Xavier Catholic School is the contributing school. The two secondary schools in our Kāhui Ako are Whangarei Girls' High School and Pompallier Catholic College.

There is a strong willingness by our Kāhui Ako to work closely with CoL 2 as they are, like us, Whangarei schools that share pathways for students into either Whangarei Girls' High School, Whangarei Boys' High School or Pompallier Catholic College. For this reason both Kāhui Ako agree that it would be desirable to have a very close relationship between Kāhui Ako Group 1 and Kāhui Ako Group 2 and are committed to working closely together on similar challenges, to improve opportunities for children in the district.

## Member Schools and ECE Centres



## Our Community

There are 3669 students in the schools in our our Kāhui Ako. 61% of those students are European/ Pakeha and 28% are of Māori descent. An increase in the Asian population over recent years makes them the third highest ethnicity with 6%. It is expected that this community will continue to grow.

Whangarei is becoming an increasingly popular place to live as housing is more affordable and the prospects for employment are becoming brighter. The coastal region of Parua Bay is one such area where growth is considerable. The service and health industries are employing a large number of Asian and Philippino workers. Many of these immigrants are Catholic and hence the rolls at St Francis Xavier Catholic School and Pompallier Catholic College are increasingly multi-cultural as they are the recipients of these families.

	European	Māori	Pacifica	Asian	MELAA	Other	International	Total
Matarau School Decile 8	209	92						307
Maungatapere School Decile 9	218	70						294
Ngunguru School Decile 7	193	69						276
Parua Bay Decile 9	247	76		9				339
Pompallier Catholic College Decile 7	336	78	22	69	12		14	536
St Francis Xavier Catholic School Decile 6	248	139	14	77	18			498
Whangarei Girls' High School Decile 5	788	491	38	46	30	7	19	1419
All schools	2239 61%	1015 28%	84 2%	206 6%	69 2%	19 0%	37 1%	3669

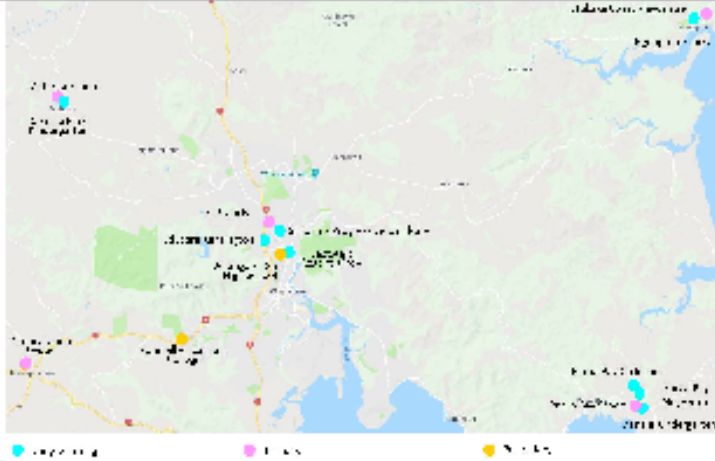
## Early Childhood Centres

	European	Maori	Pacific	Asian	MELAA	Other	International	Total
Kensington Educare	13	10	[REDACTED]				[REDACTED]	26
Manaia Kindergarten	33	7	[REDACTED]				[REDACTED]	42
Parua Bay Childcare	65	11	[REDACTED]			12	[REDACTED]	89
St John's Childcare	39	27	[REDACTED]			6	[REDACTED]	74



## Community of Learning | Kāhui Ako : Profile & Attainment Information

### 99180 – Ngā Kura mo te ako o Whangarei Kāhui Ako Group 1



### Profile

School Name	European	Māori	Pacific	Asian	Other	Total
Matarau School	220	97			10	331
Maungatapere School	238	79				325
Ngunguru School	195	74				283
Parua Bay School	258	88		7		363
Pompallier Catholic College	330	75	21	66	31	523
St Francis Xavier Catholic Sch.	258	148	16	82	23	527
Whangarei Girls' High School	757	447	38	45	46	1,333
<b>Total</b>	<b>2,256</b>	<b>1,008</b>	<b>89</b>	<b>208</b>	<b>124</b>	<b>3,685</b>

### Current Number of Students Receiving a Learning Support Service (06/12/2018)



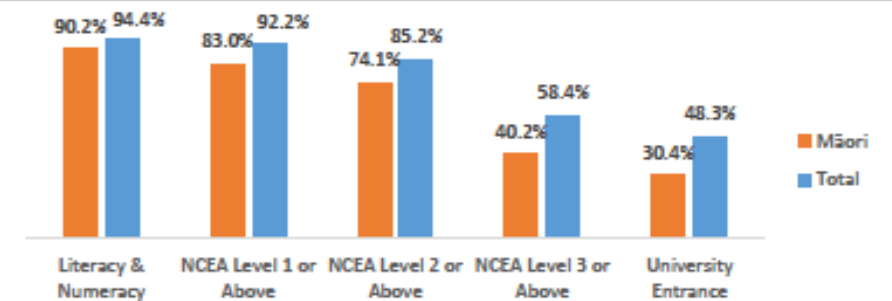
### Primary School Attainment 2016

Group	Subject	Above	At	Below	Well Below
All Students	Reading	40%	43%	13%	4%
	Writing	23%	58%	16%	3%
	Mathematics	25%	57%	15%	3%
Māori	Reading	32%	46%	17%	6%
	Writing	16%	58%	21%	5%
	Mathematics	16%	58%	21%	4%
Boys	Reading	34%	45%	15%	6%
	Writing	15%	59%	22%	5%
	Mathematics	27%	55%	14%	4%

■ Above ■ At ■ Below ■ Well Below

School Name	Reading		Writing		Mathematics	
	Number	%	Number	%	Number	%
Matarau School	241	83.4%	240	83.0%	241	83.4%
Maungatapere School	279	96.9%	268	93.1%	270	93.8%
Ngunguru School	210	82.0%	203	79.3%	214	83.6%
Parua Bay School	252	78.3%	246	76.4%	256	79.5%
Pompallier Catholic College	104	71.2%	100	68.5%	77	52.7%
St Francis Xavier Catholic Sch.	406	83.2%	400	82.0%	408	83.6%
<b>Kāhui Ako Total</b>	<b>1492</b>	<b>83.4%</b>	<b>1457</b>	<b>81.4%</b>	<b>1466</b>	<b>81.9%</b>

### School Leavers Qualifications 2017



School Name	Number with L2 or Above	Total School Leavers	% with Level 2 or Above
Pompallier Catholic College	64	70	91.4%
Whangarei Girls' High School	241	288	83.7%
<b>Kāhui Ako Total</b>	<b>305</b>	<b>358</b>	<b>85.2%</b>

## Education Review Office Report

The Kāhui Ako schools are all currently on three or four to five year ERO review return times and the majority of the schools have a positive reporting history with ERO.

Common strengths include:

- an inclusive culture that ensures that each school works successfully in partnership with its parents/whānau
- effective use of student achievement information to support children’s engagement and learning
- broad bicultural curriculums based on authentic learning contexts that promote student learning, wellbeing and leadership
- building teachers’ capability through relevant professional learning and development
- increasing use of digital technologies to support learning and teaching.
- effective school leadership and stewardship.

Areas for improvement include:

- accelerating achievement of boys in reading and writing
- accelerating Māori achievement in relation to the NZ Curriculum Levels and NCEA Level 2

Areas for further focus identified by the Kāhui Ako schools include:

- increasing the consistency of high quality teacher practice
- supporting students to inquire and think critically
- continuing to ensure the curriculum is relevant and interesting for students.

As Ngā Kura mo te ako o Whangarei Kāhui Ako - (Group 1) develops the way it works together, it will be important to focus on the quality of the transitions children and young people experience as they move through their schooling. To enhance each student’s learning pathways, Kāhui Ako members should consider making clear expectations at each transition point by agreeing achievement signposts and developing a cohesive local curriculum and teaching practice.



Ngā Kura mo te ako o Whangarei Kāhui Ako Report 2017.

## Achievement Challenges

The Whangarei Kāhui Ako (Group 1) is keen to collaborate and provide equitable outcomes for the children in our Kāhui Ako. Schools have had the opportunity to discuss and review their strategic plans and school wide targets to ensure that the proposed challenges are in keeping with their school's vision and that of the other schools in the Kāhui Ako.

Leaders of the various schools within the Kāhui Ako see the potential to collaborate, share resources, expertise and knowledge to collectively improve the learning opportunities, outcomes and pathways for their students.

An analysis of the data has indicated that the students in our Kāhui Ako are generally performing well. Inevitably there are areas that we need to focus on, particularly for Māori, and through increased collaboration, there is a willingness by all concerned to actively address these anomalies.

For the reasons stated below, our Kāhui Ako wishes to focus on three important challenges. They are: Wellbeing, STEAM and Writing.

## Achievement Challenge 1: WELLBEING

'Student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It occurs when their basic needs are met and it is enhanced when evidence-informed practices are adopted by schools in partnership with whānau and community. Optimal student wellbeing is a sustainable state, characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self optimism and a high level of satisfaction with learning experiences.' 'Wellbeing is vital for student success. The ethical responsibility of teachers, leaders and trustees is to consider, promote, balance and respond to all aspects of the student, including their physical, social, emotional, academic and spiritual needs. ' (Wellbeing for Success: a resource for schools. ERO 2016)

The New Zealand Curriculum also reinforces the centrality of well-being to learning. It states “As students develop resilience and a sense of personal and social well-being, they are increasingly able to take responsibility for themselves, and contribute to the well-being of those around them, of their communities, of their environments and of the wider society...”

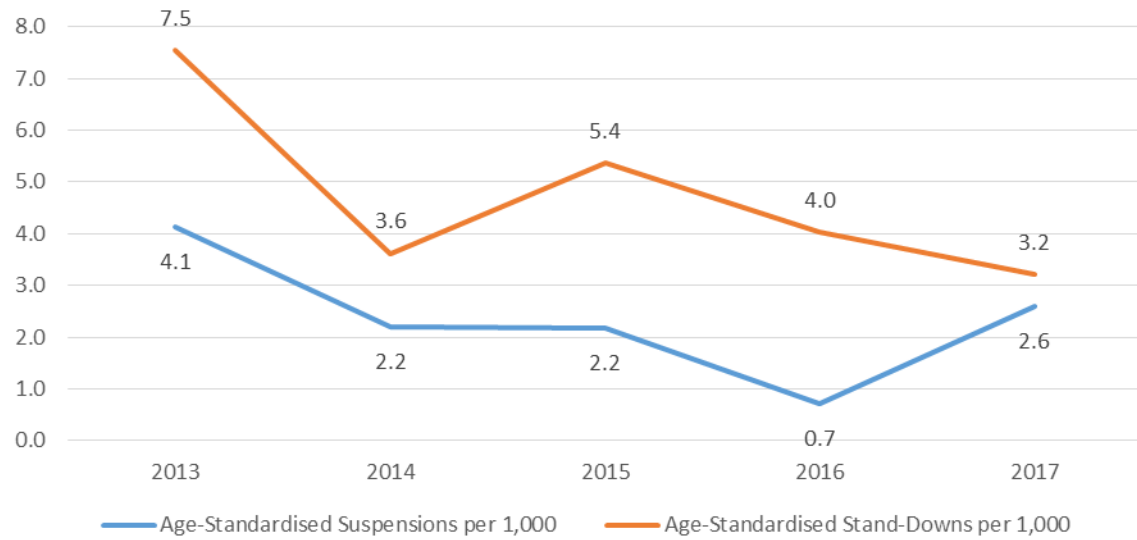
From the beginning it was very apparent to the principals in the Whangarei district that unless the conditions, social factors and support were in place for learners then it was highly unlikely that we were going to see changes in learning outcomes for students, particularly for Māori who are over-represented in these areas. The 23 schools that initially made a commitment to being included in the HUB agreed that the one unifying factor was the need to address student wellbeing. The “Wellbeing Challenge” is included in all five Kāhui Ako Achievement Challenges and through the HUB it is our intention to provide professional development and support for the 46 schools. Each individual Kāhui Ako will develop its programme depending on its needs and aspirations for their learners.

### Baseline data

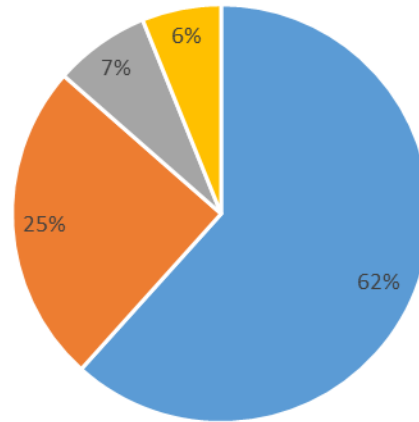
Schools currently collect data on:

1. Attendance
2. Stand-downs/ suspension and exclusion
3. Learning support

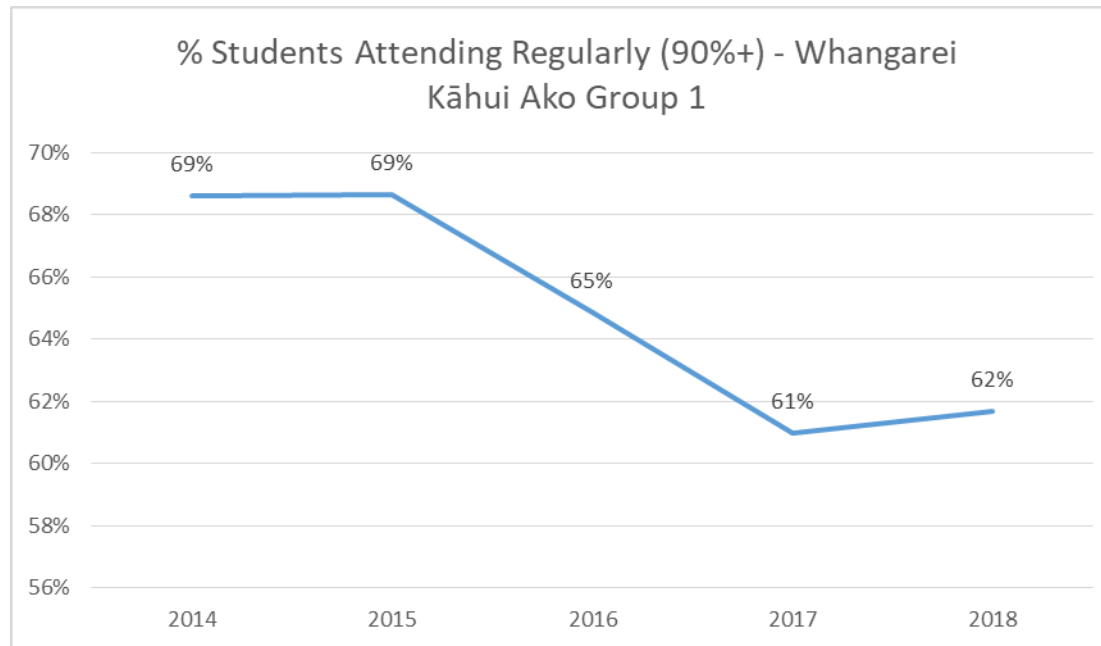
Age-Standardised Stand-Downs and Suspensions per 1,000 -  
Whangarei Kāhui Ako Group 1



% Students Attending Regularly (90%+) - Whangarei Kāhui  
Ako Group 1 - 2018



■ Attending Regularly ■ 80-90% ■ 70-80% ■ 0-70%



Learning Support data is collected as a part of individual student records.

In our Kāhui Ako each principal surveyed their school staff and prioritised the most significant barriers to learning facing our schools. The analysis identified that the issues, in no particular order, are:

1. Family dynamics – (for example the increased number of students being raised by grandparents/ great grandparents, home separation, increasing levels of students requiring ‘He Oranga Tamariki’ intervention, an increased number of students affected by methamphetamine and foetal alcohol syndrome, increasing levels of family violence, poverty, increasing number of families requiring support to access basic services (housing, food, medical services... ), increasing number of families with one or both parents incarcerated, increased rates of severe mental health issues in our carers...
2. Impact of technology, including social media – for example cyber bullying, social isolation, a lack of social conscience creating jealousy/feelings of inadequacy/ peer pressure to act, sleep patterns

3. Anxiety - for example, students on entry taking sustained periods of time to settle into school routines, impacts relationships with peers and teachers, erodes resilience, seriously impacts attendance rates, increases stress levels, impacts on confidence and self-esteem, increasing number of dual enrolments with Northern Health School.
4. Priority learners – schools have noticed an increasing number of priority learners, inadequate and slow response for requests for assistance, lack of support.
5. Sense of identity, purpose and hope.

*DHB data shows that suicides in Northland have increased from 19 to 41 over the last ten years. There are a number of local initiatives to try to reduce this statistic, including a Ngātiwai focused project aimed at targeting Māori youth suicide in Northland through arts and culture.*

## High – Level Plan of Action for Achievement Challenge One

### Student Achievement Targets:

**Goal: Improved hauora for students (both mental and physical health) and increased levels of resilience.**

**Target: That 100% of children will be attending and engaged in education**

Key Strategies	Immediate Actions	Medium Actions By the end of 2019	Longer term Actions By the end of 2020
<b>Raise capability of teachers and leaders</b>	Launch of well-being challenge with up to 42 schools, ECE representatives, iwi and all related child focussed agencies through the HUB initiative	Professional support provided to staff and students around meeting wellbeing needs of students and cultural responsiveness	Leaders and teachers engage with community agencies, iwi and cross school PLD  Collaborative approach to improving key transition points for identified students



<b>Whānau engagement</b>	Discuss what we have done in terms of whanau engagement so as to establish next step	Develop a plan to engage whanau more effectively to be involved in their child's learning and wellbeing	Provide professional support to implement and monitor outcomes of plan and raise levels of culturally responsive pedagogy for teachers  Progress is shared with whanau
<b>Strategic leadership</b>	Establish key issues through implementation of agreed wellbeing survey	<p>Data is analysed and patterns identified</p> <p>Action plan developed for Kāhui Ako using outside expertise where appropriate</p> <p>Key issues for individual schools are identified and incorporated into each school's planning</p> <p>Engage with Ministry of Education re pilot of HUBS to improve availability and quality of learning support to identified students.</p> <p>Engage with Northland Intersectoral Forum to highlight the need for better student services and need to work together more effectively</p>	<p>Plan monitored through impact on individual students according to agreed set of measures</p> <p>Kāhui Ako wide learning support register to enable better sharing of resources, knowledge and expertise</p> <p>Co-ordinated approach to wellbeing across all sectors in Whangarei area with outside services supporting schools to address issues affecting wellbeing of students</p>
<b>Improved quality of data</b>	Agree on which survey to use to establish baseline data	Specific measures around attendance, retention and engagement will be agreed on and monitored	Improved data will enable us to more effectively review our practices with regular monitoring

## Achievement Challenge 2: STEAM

Initially, principals in our Kāhui Ako expressed an interest in a science achievement objective. However, this was later dropped in favour of “transitions” but as time has passed it is apparent that there is a whole movement towards STEAM (Science, Technology, Engineering, Arts and Maths) education which we believe will inspire, develop and motivate our learners and prepare them well for future success as contributing citizens to society.

The opportunity to collaborate and increase dialogue across our schools will broaden our students’ understanding and give them opportunities to engage, critique, share and apply their learning. It will also foster greater discussion and ease transitions from early childhood centres to primary schools and primary schools to intermediates / secondary schooling.

In our opinion STEAM will open doors for those students who have inquiring minds and encourage creativity and critical thinking that will assist them in the future. Furthermore, if student engagement is greater, there will be a positive flow on for increased attendance, engagement and well-being.

The Ministry of Education TKI website STEAM states that:

Global skill shortages in STEAM-related fields are redefining educational priorities. Schools are starting STEAM-based learning programmes to equip students with the skills and knowledge needed to thrive in the 21st century. STEAM learning will not only produce tomorrow's designers and engineers; it will develop innovative mindsets and the ability to problem-solve and collaborate, ensuring that our students become creators of technology, not just passive consumers.

Students who participate in STEAM learning:

- think outside the box
- feel safe to express innovative and creative ideas
- feel comfortable doing hands-on learning
- take ownership over their learning
- work collaboratively with others
- understand the ways that science, maths, the arts, and technology work together
- become increasingly curious about the world around them and feel empowered to change it for the better.

Current data from the two secondary schools in the Kāhui Ako, Whangarei Girls High School and Pompallier Catholic College, shows the following number of students enrolled in NCEA Level 2 STEAM based subjects:

	Sciences	Art	Technology	Mathematics
<b>Total:</b>	361	210	64	224

Part of our initial inquiry will be to develop the tools we need to generate a set of meaningful baseline data and analyse results to inform action planning. This will need to be done in collaboration with the across school and within school teachers, post their appointments.

What is currently contributing to the need for this achievement challenge?

- There is a lack of scientific knowledge and vocabulary for many learners
- There is a lack of scientific / critical thinking in many of our learners
- That the current curriculum approach, particularly in primary schools, has been less focussed on fostering curiosity about the world around them
- Anecdotal evidence from our schools suggests that overall Science, in particular, is a fragmented pathway at the key transition points. This impacts on successful transitions to secondary school and consequently on achievement at NCEA Level 2
- There is currently a lack of data gathering and this has hindered analysis of student achievement in science
- There has been reduced professional development and support for teachers in science
- Many teachers express reduced confidence and competence in teaching science
- Need for PLD to support teachers to develop confidence and competence in delivering effectively and assessing STEAM learning (e.g. Paul Callaghan)
- There has been a recent strong focus on writing, resulting in less focus on creativity and innovation.
- Ken Robinson – “our schools are still predicated on a rather narrow conception of subjects... innovation usually results from people working across disciplines or connecting with people in different fields”.



- NZC – By participating in the arts, students’ personal well-being is enhanced...students learn to work both independently and collaboratively to construct meanings, produce works and respond to and value others’ contributions...Through the use of creative and intuitive thought and actions, learners are able to view their world from new perspectives.

## Our High-level Plan of Action for Achievement Challenge Two

### Student Achievement Targets

**Goal: To equip students with STEAM capability, skills and knowledge needed to thrive in 21<sup>st</sup> Century**

**Targets: To develop innovative mindsets and the ability to problem-solve in a collaborative environment, understanding the ways science, technology, engineering, arts and mathematics work together by increasing the number of students studying these subjects.**

Key Strategies	Immediate Actions	Medium Term Actions By end of 2019	Longer Term actions By end of 2020
<b>Raise capability of teachers and leaders</b>	Discussion with staff throughout Kāhui Ako re importance of students having capability in STEAM for future individual and global success  Identify PLD opportunities to develop competence and confidence in STEAM education	PLD programme developed to increase staff capacity in STEAM education  Sharing of best practice within schools and across Kāhui Ako	Staff supported to develop competence and confidence in delivering high quality STEAM education
<b>Strategic leadership</b>	Inquiry into what is being delivered in terms of STEAM across our Kāhui Ako, its effectiveness, levels of achievement, areas of strength and future focus	Use results of inquiry and baseline data to formulate differentiated plan of action	Assist individual schools to develop a STEAM focus within their strategic and annual plans  Collaboration with local businesses and wider

		Approaching local businesses to be involved with STEAM education	community in STEAM education in schools across Kāhui Ako
<b>Whanau engagement</b>	Share what STEAM is and its importance both now and in future with whanau via newsletters, parent meetings, websites, portals	<p>Joint whanau evenings across all schools and ECE re STEAM – guest speakers, students sharing learning, staff sharing best practice</p> <p>Identify opportunities for whanau to be involved in STEAM education for their child</p>	Continue to work with whanau at every opportunity and to keep them informed of progress and developments
<b>Improved quality of data</b>	Develop tools to provide accurate baseline data on STEAM learning	Establish baseline data and analyse results to inform action planning	Action plan developed, implemented and closely monitored

### Achievement Challenge 3: Writing.

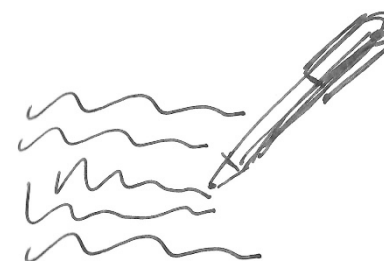
- The profile of achievement in our Kāhui Ako schools indicates that writing is the lowest area of achievement. The data also suggests that boys and Māori are the greatest at risk groups. Our principals believe that a *'lack of vocabulary knowledge and writing ability hinders our students to access and excel within the curriculum'*. In order to lift achievement in writing for all students, we need to bring about change in teacher practice and pedagogy. With improved writing performance at all year levels from junior primary, we will see a sustained lift in performance in all secondary year levels.

**TARGET:** That 85% of our total students will be achieving at their expected curriculum level.

National Standards Data 2015 -2016

WRITING ACHIEVEMENT AT AND ABOVE STANDARD

	2015	2016
Matarau School	75%	83%
Maungatapere School	93%	93%
Ngunguru School	80%	79%
Parua Bay School	74%	77%
Pompallier Catholic College (Yrs 7-8)	74%	68%
St Francis Xavier Catholic School.	81%	82%
TOTAL	80%	80%



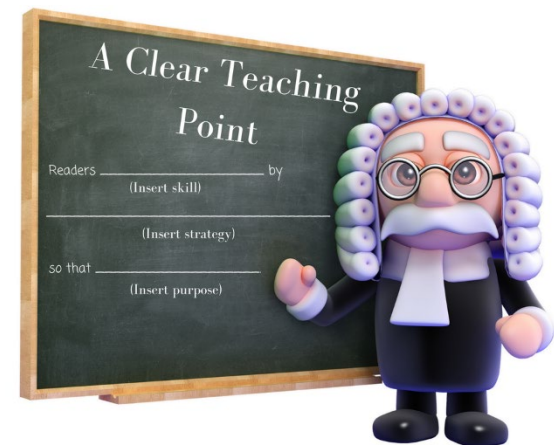
'Write That Essay' carried out a diagnostic survey of 290 year 8 students in November before they started at Whangarei Girls' High School as Year 9 students at the beginning of 2019. The findings included:

- Majority wrote in complete sentences.
- Sentence and paragraph lengths were at an acceptable level.
- Sentence style range was low.
- 19% were struggling writers.
- Expansion of ideas was good but coherence was much better.
- 85% showed low precision.



*Our initial inquiry about why this is happening suggests*

- Some teachers expressed concerns about their own writing ability and the impact that this has on their confidence and competence in teaching of writing
- Pedagogical approaches lack coherence across our schools.
- Surface features of writing - including punctuation are too often not well taught and focussed on.
- The assessment of writing is largely subjective in nature and there has been little opportunity for analysis and moderation across schools
- We have noticed a decline in the levels of oral language on school entry
- There is considerable variation in students' readiness for school
- We have struggled with finding appropriate PD providers
- We have noticed an increase in coordination delays (physical aspect of writing)
- We are concerned about the increasing impact of technology on oral language, reading and writing.
- Students are overwriting – repetitive
- Writing at primary level might be more narrative based
- Varying levels of application of teacher inquiry (including effectiveness)
- Disinterest in editing – especially to improve writing quality



## Our High-Level Plan of Action for Achievement Challenge Three

### Student Achievement Targets

**Goals:** Written language will improve, especially for Māori and boys

**Targets:** 85% of Maori boys will be achieving at or above expected curriculum level

Key Strategies	Immediate Actions	Medium Term Actions By end of 2019	Longer Term Actions By end of 2020
<b>Raise capability of teachers and leaders</b>	Share current data with teachers and engage them in inquiry into underachievement	Teachers engage in PLD on writing, culturally responsive pedagogy and practices and high expectations  PLD will be delivered to all teachers	Across Kāhui Ako sharing of effective writing practice / outcomes  Secondary students as mentors, tutors, role model writers
<b>Whanau engagement</b>	Discuss what we have done so far in terms of whanau engagement and look at next steps	Plan strategies as to how we can engage whānau more effectively in their child's learning, including electronically	Implement a strategy for whanau engagement in all Kāhui Ako schools and ECE  Progress is shared with whānau
<b>Strategic leadership</b>	Leaders will inquire more deeply into underachievement in writing using agreed measurement tool to gather baseline data	Analyse data to identify areas of focus and set overall strategy for improvement and individual school improvement targets	Each school will develop and implement a plan to address areas of focus and achieve set targets

		Budget for PLD across schools to allow for joint PLD sessions across schools	
<b>Improved quality of data</b>	Develop agreed measurement tool to measure baseline data Develop moderation systems within and across schools	Plan and implement monitoring processes to track students – especially Māori and boys	Data is reviewed and progress monitored each term. Progress reported back to teachers and whanau

