

Te Kāhui Ako o Kaipara

Kaipara Community of Learning



Sarah McBeath - Kaipara River

‘With the change of light the Kaipara is reborn’

The landscape is who we are: The spirals of the river weave the knowledge, learning and people together

Plan for Achievement

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Our Community

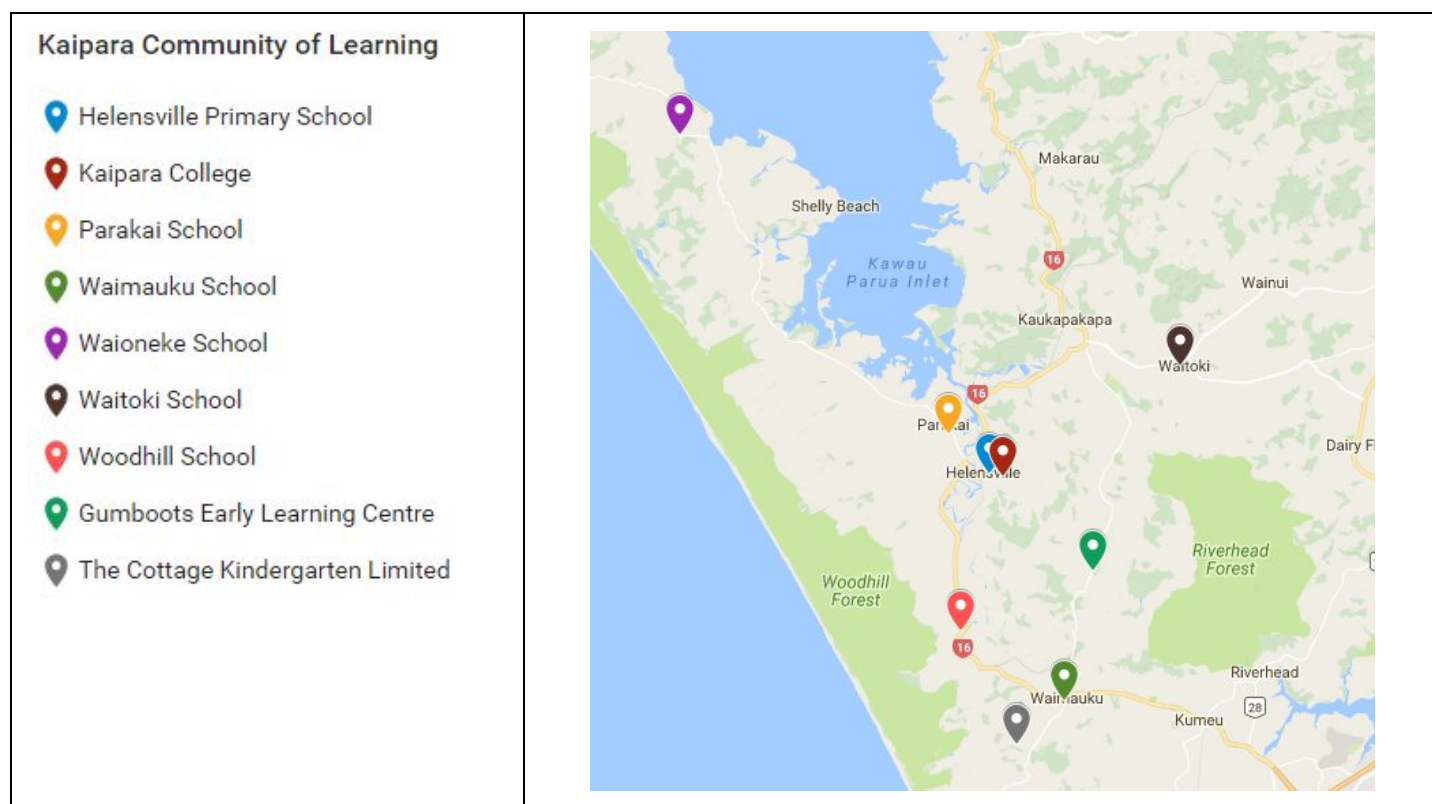
Te Kahui Ako o Kaipara is diverse and inclusive of Early Childhood Education through to Post-Secondary Success. It is there to fully encompass nga akonga katoa. The community consists of two ECE: Gumboots ELC and The Cottage Kindergarten. We have six full primary schools: Helensville Primary School, Parakai School, Waimauku School, Waioneke School, Waitoki School, Woodhill School and one High School: Kaipara College.

This Kaipara Community extends from Waimauku in the South to Waitoki in the East and as far as Waioneke out on the South Head peninsula. The student population is ethnically diverse, with 21.5% Maori, 3% Pasifika, 3% Asian and 72% Pakeha in the 2017 primary cohort. In the secondary cohort the population is 26% Maori, 68% Pakeha, 3% Pasifika and 3% Asian.

Our parents and whanau want their children to achieve in all aspects of their learning. They have high expectations of our learning environments to help our rangatahi to achieve their aspirations. Changes in Principals (Tumuaki) have occurred over the past couple of years and a solid base of cooperation is flourishing.

There are five local Ngati Whatua o Kaipara marae: Araparera, Haranui, Kakanui, Puatahi and Reweti in our Kaipara Community of Learning - Kāhui Ako. Our community celebrates the bi-cultural partnership of the Treaty of Waitangi and is committed to the integration of te reo me nga tikanga into the learning experiences of all our students. This means that cultural lineage and the identity of Maori learners are validated, as well as fostering the understanding and national identity for all akonga.

Our diversity, geographic distances and rural location within Auckland City make a COL the perfect educational vehicle to provide the best outcomes for our children, teachers, whanau and wider communities.



Our Vision:

Every akonga will have dignity, purpose, ambition and the desire to succeed.

We will reflect this by:

- Developing confident, connected, actively involved learners, starting at ECE
- Celebrating the bi-cultural partnership of Te Tiriti o Waitangi
- Challenging students to achieve personal standards of excellence in an innovative environment
- Promoting our students to become inquiry focussed and knowing how to learn

Our Approach

- Use Spirals of Inquiry to drive professional learning, collaboration and inquiry across the community of learning.
- Develop a connected learning community based on powerful relationships and shared knowledge
- Use culturally responsive pedagogies
- Create effective pathways and transitions from ECE to Post-Secondary Success

Our Scanning and Focusing Analysis

We have considered a range of evidence from across all learning environments in our Community of Learning including:

- OTJ for Writing, Maths and Reading.
- Summative assessments such as PAT's, Asttle Maths and Writing, JAM testing, Gloss Testing, GAP Spelling.
- Ongoing formative Assessments, writing samples
- Student Wellbeing surveys and attendance data.
- NCEA Level 1 Numeracy and Literacy data,
- NCEA Level 1,2,3 Achievement data, including course endorsement statistics.
- A minimum of 85% or a minimum 5% shift over three years

ECE Data Analysis

The New Zealand curriculum guiding document for ECE services is Te Whariki. It is founded on aspirations for children to grow up as competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Our ECE services use learning stories as means for planning and assessment. There is a strong focus on dispositional learning and "learning through play". Therefore there is no actual data analysis.

ECE data analysis is reflected in the first year school assessments. It will be collaboration between first year teachers and ECE services that provides the first true reflection of a child's ability against assessment standards that can be analysed and strategies reviewed.

ECE services work very closely with the Ministry of Education Early Intervention team of specialists. There is a strong relationship with them and tamariki who are at risk of not meeting expected milestones are referred to the Early Intervention team for learning assistance. There is a strong belief that the biggest gains in a developmental deficit can be made with swift intervention in the early years.

National Standards Writing Analysis

Analysis of our Year 1-8 Overall Teacher Judgement (OTJ) data has highlighted that we have challenges in Writing.

Our writing data tells us that currently:

- In Writing across the Kaipara Kāhui Ako we are achieving 75.9% (1172/1545) At or Above. However this drops to 72.7% (128 /176) at end of Year 3 and 73.7% (115/156) at end of Year 8.
- In Writing our European/Pakeha students are achieving 77.8% (859/1104), our Asian students 83.7% (36/43), our Pasifika Students 80.8%(42/52) but this drops to 68.1% (231/339) for our Maori students.
- In Writing our girls achieve at 84.4% (615/729) but this drops for boys to 68.3% (557/816)
- Proportionally Maori continue to underachieve with 31.9% (108/339) Below National Standard.
- Boys are a concern with 31.8% (259/816) Below National Standard
- Overall this data demonstrates the need for more deliberate teaching at Year 3/4 and the senior end of the school and an inquiry into the level of cognitive and behavioural engagement of Maori, Pasifika and male students in Writing.

National Standards Mathematics Analysis

Analysis of our Year 1-8 data has highlighted that we have challenges in Mathematics

Our mathematics data tells us that currently:

- In Mathematics across the Kaipara Kāhui Ako schools 81.5% (1260/1546) are achieving At or Above. However at the end of Year 6 this drops to 79.2% (152/192), and again at the end Year 7 to 73.9% (133/180)
- In Maths Our Asian students are achieving the best at 93% (40/43), Pasifika are achieving well at 84.6% (44/52) our European/Pakeha at 83.7% (925/1105) however this drops to 72.9% (247/339) for our Maori students . (92/339 students are below and well below)
- Overall this data demonstrates the need for more deliberate teaching at Year 3/4 and the senior end of the school – Levels 3 and 4 of the NZC

We do not know at this stage if any of the Well Below and Below students are Special Needs learners or English language learners. We will gain baseline data for these students at the beginning of our work together, build profiles for them and track them accordingly.

NCEA Levels 1- 3 Analysis

Analysis of our NCEA data at Level 1 has highlighted that there was a dramatic improvement in pass rates at L1 to 77%, a gain of 19%. Students from the SEU and transient students as well as early leavers are included in the roll based data which will have had a negative impact (however most schools have an issue in this area). The disparity between boys and girl's achievement has been decreased to just 3% (7% in 2015). There was some effective work with target students in term 3 onwards which enabled a large number of our male students who were at risk of Not Achieving getting over the line. For literacy and numeracy (pre requisites for a L1 award) we moved from 76.1 to 90.1 for literacy and 74.6 to 92.0 in Numeracy.

Excellence endorsements have dropped off by 2%, in part due to the higher number of students passing, therefore an increase in both Merit and Excellence endorsements a key target for us. There is still a significant disparity between Internal and External achievement and this is an area that will be addressed in order to raise achievement. Use of better writing strategies across the school will support improvement in this area, currently literacy is poor in relation to general and subject specific terminology.

For Level 1 Maori data, Kaipara had 50 students (from a roll of 166) that identified as Maori (30% - higher than the school average of 27%). 66% passed L1 (roll based) with males outperforming females by 2%. The gap is therefore 11% below the rest of the cohort and 19% less than NZ European. Despite the shifts in culturally responsive and relational pedagogy the gap is still very significant, demonstrating that ongoing focus needs to be on the academic outcomes for these students. In 2015 the pass rate was 49%, so gains have been made but inequitable outcomes have increased in comparison to NZ European students. In other decile 7 schools, the inequity is less with Maori achieving 73% against 80%. Interestingly, the average % of the cohort that identify as Maori in other decile 7 schools is 15%. When Maori participation based statistics are looked at, it was the Level 1 females who fell behind, with our boys beating the decile 7 by 6% and being 15% ahead of the girls. We had 3 Pasifika students at L1, with only 1 passing, however 1 was in the SEU in Y12. There were 8 students who identified as Asian, with 100% pass rates.

Analysis of our NCEA data at Level 2 data shows there was an enormous lift from this cohort from 58% to 85% in roll based pass rates. Boys achievement surpassed that of girls, however at the top end it is girls who dominate the Excellence endorsements. 5 students gained over 85 Excellence credits. The rise in Excellence endorsements was not replicated at Merit level, and this needs to be a focus for teachers as we are at least 15% below where we would hope to be. Over time this will be reflected in higher Excellence endorsement targets. At Level 2, 25% of the roll were Maori, 82% passed against a school wide 85%, most pleasing was that 100% of Maori males passed (against a decile 7 male average of 79%). Again, the female Maori pass rates were much more disappointing with only 13 students passing, giving a percentage pass of 62. There was a 24% difference between Maori females and NZ European females. Much of the support at Level 2 was male driven, and it now important to consult with those female students who did not pass to find out how we can adjust our programmes for their benefit. Three Pasifika students were at Level 2, with two passing, however the third was in the SEU, as previously mentioned.

Analysis of our NCEA data at Level 3 data shows results were the one area of slight disappointment in comparison to the other areas. Roll based rates show a school record 70% pass rate (up 7%), this is due to more students staying on to get their L3 before leaving school and is 2% behind other decile 7 schools. Boys achievement rose by 18%, and is an indicator that students were taking more appropriate courses. However, participation pass rates dropped back from 89% to 87%. University Entrance pass rates slipped back, and is an area of concern given that we are 8% behind decile 7 schools. Merit rates declined significantly and lag behind schools of similar demographic intake.

Level 3 saw 30% of the cohort identify as Maori (against 13% in similar schools). 63% passed, compared to 72% for the school. Maori females outperformed males, 69% to 57%. A 14% disparity between Maori males and NZ European males emerged. However, there was a 12% increase in Maori male performance against 2015. For University Entrance, there is cause for concern when comparing outcomes for Maori. Only 35% gained this, with the split being 46% for females and a very poor 22% for males. This compares to a 43% decile 7 Maori UE rate, with 36% for males. In 2015 only 20% of Kaipara College students gained UE, with only 8% (roll based) getting entry. Participation based UE statistics are better, however inequity is still very evident (35% Maori males, 46% Maori females). Progress has been made, but the level of acceleration is not quick enough.

Year 1-8 National Standards Achievement Data

Aggregated Year 1-8 Data for Mathematics

COHORT	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	57	3.7%	229	14.8%	937	60.6%	323	20.9%	1546
Māori	18	5.3%	74	21.8%	202	59.6%	45	13.3%	339
Pasifika	3	5.8%	5	9.6%	32	61.5%	12	23.1%	52
Asian	0	0.0%	3	7.0%	29	67.4%	11	25.6%	43
European	35	3.2%	145	13.1%	671	60.7%	254	23.0%	1105
Male	30	3.7%	117	14.3%	476	58.2%	195	23.8%	818
Female	27	3.7%	112	15.4%	461	63.3%	128	17.6%	728

YEAR LEVEL	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 year at school	2	1.1%	22	11.7%	155	82.4%	9	4.8%	188
After 2 years at school	1	0.5%	33	15.1%	164	74.9%	21	9.6%	219
After 3 years at school	4	2.3%	34	19.3%	109	61.9%	29	16.5%	176
End of Year 4	5	2.3%	29	13.2%	109	49.5%	77	35.0%	220
End of Year 5	13	6.0%	26	12.1%	118	54.9%	58	27.0%	215
End of Year 6	10	5.2%	30	15.6%	99	51.6%	53	27.6%	192
End of Year 7	11	6.1%	36	20.0%	90	50.0%	43	23.9%	180
End of Year 8	11	7.1%	19	12.2%	93	59.6%	33	21.2%	156

2016 Baseline Data for Analysis for Mathematics by Cohort are achieving At or Above National Standards

1260 of our 1546 (81.5%) of All learners.

247 of our 339 (72.9%) Māori learners.

44 of our 52 (84.6%) Pasifika learners.

40 of our 43 (93%) Asian learners.

925 of our 1105(83.7%) European learners.

671 of our 818 (82%) Male learners.

589 of our 728 (80.9%) Female learners.

2016 Baseline Data for Analysis for Mathematics by Year Level are achieving At or Above National Standards

164 of our 188 (87.2%) of after 1 Year learners.

185 of our 219 (84.5%) of after 2 Years learners.

138 of our 176 (78.4%) of after 3 Years learners.

186 of our 220 (84.5%) at the end of Year 4 learners.

176 of our 215 (81.9%) at the end of Year 5 learners.

152 of our 192 (79.2%) at the end of Year 6 learners.

133 of our 180 (73.9%) at the end of Year 7 learners.

126 of our 156 (80.8%) at the end of Year 8 learners.

Year 1 - 8 Achievement Challenge Targets for Mathematics

Target : A minimum of 85% or a minimum 5% shift over three years

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	1546	1260	82%	1294	84%	1328	86%	1363	88%	103	6%
SUB COHORT TARGETS											
Males	818	671	82%	688	84%	705	86%	721	88%	50	4%
Females	728	589	81%	607	83%	625	86%	642	88%	53	7%
Māori	339	247	73%	260	77%	273	81%	289	85%	42	12%
Pasifika	52	44	85%	44	85%	44	85%	47	90%	3	6%
Year 3	176	140	80%	144	82%	148	84%	156	89%	16	9%
Year 7	180	133	74%	141	78%	149	83%	156	87%	23	13%

All Student Achievement All learners will make accelerated progress in Mathematics by the end of 2020 in ways that build on their confidence and skill level.

In Years 1-8 there will be a sustained increase from 1260 of our 1546 (81.5%) learners At or Above the standard to 1363 of our 1546 (88%), across all schools increase of 103 learners (6%).

Māori Achievement: Māori learners will make accelerated progress in Mathematics by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections:

In Years 1-8 there will be a sustained increase from 247 of our 339 (73%) learners At or Above the standard to 289 of our 339 (88%), across all schools increase of 42 learners (12%).

Pasifika Achievement: Pasifika learners will make accelerated progress in Mathematics by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections:

In Years 1-8 there will be a sustained increase from 44 of our 52 (84.6%) learners At or Above the standard to 47 of our 52 (90%), across all schools increase of 3 learners (6%).

End of Year 3 Achievement: Learners will increase their achievement in Mathematics across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the deficit that currently exists:

In Years 1-8 there will be a sustained increase from 140 of our 176 (80%) learners At or Above the standard to 156 of our 176 (89%), and across all schools increase of 16 learners (9%).

End of Year 7 Achievement: Learners will increase their achievement in Mathematics across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the deficit that currently exists:

In Years 1-8 there will be a sustained increase from 133 of our 180 (74%) learners At or Above the standard to 156 of our 180 (87%), and across all schools increase of 23 learners (13%).

Year 1 - 8 Achievement Challenge Targets for Mathematics by School

Target: A minimum of 85% or a minimum 5% shift over three years

MĀORI	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Helensville	116	86	74%	90	78%	94	81%	99	85%	13	11%
Waioneke	16	10	63%	11	69%	12	75%	14	85%	4	23%
Waitoki	12	7	58%	8	67%	9	75%	10	85%	3	27%
Parakai	72	48	67%	52	72%	56	78%	61	85%	13	18%
Woodhill	10	7	70%	8	80%	9	90%	9	85%	2	15%
Waimauku	113	89	79%	91	81%	93	82%	96	85%	7	6%
Total	339	247	73%	260	77%	273	81%	289	85%	42	12%
PASIFIKA	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Helensville	20	17	85%	17	85%	17	85%	18	90%	1	5%
Waioneke	0	0	n	0	n	0	n	0	0%	0	n
Waitoki	0	0	n	0	n	0	n	0	0%	0	n
Parakai	13	11	85%	11	85%	11	85%	12	90%	1	5%
Woodhill	0	0	n	0	n	0	n	0	0%	0	n
Waimauku	19	16	84%	16	84%	16	84%	17	89%	1	5%
Total	52	44	85%	44	85%	44	85%	47	90%	3	6%
BY THE END OF YEAR 3	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Helensville	51	39	76%	40	78%	41	80%	43	85%	4	9%
Waioneke	12	x	x	x	x	x	x	x	x	x	x
Waitoki	12	x	x	x	x	x	x	x	x	x	x
Parakai	23	19	83%	19	83%	19	83%	20	88%	1	5%
Woodhill	2	x	x	x	x	x	x	x	x	x	x
Waimauku	76	67	88%	68	89%	69	91%	71	93%	4	5%
Total	176	140	80%	144	82%	148	84%	156	89%	16	9%
BY THE END OF YEAR 7	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Helensville	62	49	79%	50	81%	51	82%	53	85%	4	6%
Waioneke	16	9	56%	11	69%	13	81%	14	85%	5	29%
Waitoki	10	x	x	x	x	x	x	x	x	x	x
Parakai	24	12	50%	15	63%	18	75%	20	85%	8	35%
Woodhill	2	x	x	x	x	x	x	x	x	x	x
Waimauku	66	55	83%	56	85%	57	86%	58	88%	3	5%
Total	180	133	74%	141	78%	149	83%	156	87%	23	13%

Note: x = data has been redacted for privacy

Aggregated Year 1-8 Data for Writing

COHORT	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
All Students	64	4.1%	309	20.0%	950	61.5%	222	14.4%	1545
Māori	19	5.6%	89	26.3%	193	56.9%	38	11.2%	339
Pasifika	2	3.8%	8	15.4%	35	67.3%	7	13.5%	52
Asian	2	4.7%	5	11.6%	31	72.1%	5	11.6%	43
European	41	3.7%	204	18.5%	687	62.2%	172	15.6%	1104
Male	47	5.8%	212	26.0%	469	57.5%	88	10.8%	816
Female	17	2.3%	97	13.3%	481	66.0%	134	18.4%	729

YEAR LEVEL	Well below		Below		At		Above		Total
	No	%	No	%	No	%	No	%	No
After 1 year at school	3	1.6%	48	25.3%	127	66.8%	12	6.3%	190
After 2 years at school	1	0.5%	47	21.8%	150	69.4%	18	8.3%	216
After 3 years at school	4	2.3%	44	25.0%	106	60.2%	22	12.5%	176
End of Year 4	9	4.1%	42	19.1%	137	62.3%	32	14.5%	220
End of Year 5	11	5.1%	39	18.1%	124	57.7%	41	19.1%	215
End of Year 6	12	6.3%	32	16.7%	113	58.9%	35	18.2%	192
End of Year 7	12	6.7%	28	15.6%	105	58.3%	35	19.4%	180
End of Year 8	12	7.7%	29	18.6%	88	56.4%	27	17.3%	156

2016 Baseline Data for Analysis for Writing by Cohort are achieving At or Above National Standards

1172 of our 1545 (75.%) of All learners.

231 of our 339 (68.1%) Māori learners.

42 of our 52 (80.8%) Pasifika learners.

36 of our 43 (83.7%) Asian learners.

859 of our 1104 (77.8%) European learners.

557 of our 818 (68.3%) Male learners.

615 of our 729 (84.4%) Female learners.

2016 Baseline Data for Analysis for Writing by Year Level are achieving At or Above National Standards

139 of our 190 (73.2%) of after 1 Year learners.

168 of our 216 (77.8%) of after 2 Years learners.

128 of our 176 (72.7%) of after 3 Years learners.

169 of our 220 (76.8%) at the end of Year 4 learners.

165 of our 215 (76.7%) at the end of Year 5 learners.

148 of our 192 (77.1%) at the end of Year 6 learners.

140 of our 180 (77.8%) at the end of Year 7 learners.

115 of our 156 (73.7%) at the end of Year 8 learners.

Year 1 - 8 Achievement Challenge Targets for Writing

Target : A minimum of 85% or a minimum 5% shift over three years

COHORT	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
All Students	1545	1172	76%	1238	80%	1304	84%	1368	89%	196	10%
SUB COHORT TARGETS											
Māori	340	231	68%	250	74%	269	79%	289	85%	58	17%
Pasifika	52	42	81%	45	87%	48	92%	52	100%	10	19%
Males	816	557	68%	610	75%	663	81%	719	88%	162	20%
Year 3	176	128	73%	136	77%	144	82%	154	88%	26	15%
Year 7	180	143	79%	147	82%	151	84%	158	88%	15	8%

All Student Achievement All learners will make accelerated progress in Writing by the end of 2020 in ways that build on their confidence and skill level. In Years 1-8 there will be a sustained increase from 1172 of our 1545 (75.9%) learners At or Above the standard to 1368 of our 1545 (89%), across all schools increase of 196 learners (10%).

Māori Achievement: Māori learners will make accelerated progress in Writing by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections. In Years 1-8 there will be a sustained increase from 231 of our 340 (68%) learners At or Above the standard to 280 of our 340 (85%), across all schools increase of 58 learners (17%).

Pasifika Achievement: Pasifika learners will make accelerated progress in Writing by the end of 2020 in ways that build on and support their language, culture, identity and community engagement and connections. In Years 1-8 there will be a sustained increase from 42 of our 52 (80.8%) learners At or Above the standard to 52 of our 52 (100%), across all schools increase of 10 learners (19%).

Male Achievement: Males will increase their achievement in Writing across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the gender deficit that currently exists. In Years 1-8 there will be a sustained increase from 557 of our 816 (68%) learners At or Above the standard to 719 of our 816 (85%), across all schools increase of 136 learners (16.7%).

End of Year 3 Achievement: Learners will increase their achievement in Writing across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the deficit that currently exists. In Years 1-8 there will be a sustained increase from 128 of our 176 (72.7%) learners At or Above the standard to 150 of our 176 (88%), and across all schools increase of 26 learners (15%).

End of Year 7 Achievement: Learners will increase their achievement in Writing across all areas of the curriculum by the end of 2020 in ways that will engage them in a range of authentic contexts to bridge the deficit that currently exists. In Years 1-8 there will be a sustained increase from 143 of our 180 (79%) learners At or Above the standard to 158 of our 180 (88%), and across all schools increase of 15 learners (8%).

Year 1 - 8 Achievement Challenge Targets for Writing by School

Target: A minimum of 85% or a minimum 5% shift over three years

MĀORI	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Helensville	116	80	69%	86	74%	92	79%	99	85%	19	16%
Waioneke	16	10	63%	11	69%	12	75%	14	85%	4	23%
Waitoki	12	8	67%	9	75%	10	83%	10	85%	2	18%
Parakai	72	52	72%	55	76%	58	81%	61	85%	9	13%
Woodhill	11	8	73%	8	73%	8	73%	9	85%	1	12%
Waimauku	113	73	65%	81	72%	89	79%	96	85%	23	20%
Total	340	231	68%	250	74%	269	79%	289	85%	58	17%
PASIFIKA	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Helensville	20	17	85%	18	90%	19	95%	20	100%	3	15%
Waioneke	0	0	n	0	n	0	n	0	0%	0	n
Waitoki	0	0	n	0	n	0	n	0	0%	0	n
Parakai	13	10	77%	11	85%	12	92%	13	100%	3	23%
Woodhill	0	0	n	0	n	0	n	0	0%	0	n
Waimauku	19	15	79%	16	84%	17	89%	19	100%	4	21%
Total	52	42	81%	45	87%	48	92%	52	100%	10	19%
MALES	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Helensville	282	185	66%	205	73%	225	80%	245	87%	60	21%
Waioneke	60	36	60%	41	68%	46	77%	51	85%	15	25%
Waitoki	52	39	75%	41	79%	43	83%	45	86%	6	11%
Parakai	81	59	73%	62	77%	65	80%	69	85%	10	12%
Woodhill	11	8	73%	8	73%	8	73%	9	85%	1	12%
Waimauku	330	230	70%	253	77%	276	84%	300	91%	70	21%
Total	816	557	68%	610	75%	663	81%	719	88%	162	20%
BY THE END OF YEAR 3	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Helensville	51	36	71%	38	75%	40	78%	43	85%	7	14%
Waioneke	12	x	x	x	x	x	x	x	x	x	x
Waitoki	12	x	x	x	x	x	x	x	x	x	x
Parakai	23	21	91%	21	91%	21	91%	22	96%	1	5%
Woodhill	2	x	x	x	x	x	x	x	x	x	x
Waimauku	76	51	67%	56	74%	61	80%	65	85%	14	18%
Total	176	128	73%	136	77%	144	82%	154	88%	26	15%
BY THE END OF YEAR 7	Cohort Number	At and Above Baseline Data		Projected Progress 2018		Projected Progress 2019		Projected Progress 2020		Total Cohort Shift	
		No	%	No	%	No	%	No	%	No	%
Helensville	62	49	79%	50	81%	51	82%	53	85%	4	6%
Waioneke	16	8	50%	10	63%	12	75%	14	85%	6	35%
Waitoki	10	x	x	x	x	x	x	x	x	x	x
Parakai	24	22	92%	22	92%	22	92%	23	97%	1	5%
Woodhill	2	x	x	x	x	x	x	x	x	x	x
Waimauku	66	53	80%	54	82%	55	83%	56	85%	3	5%
Total	180	143	79%	147	82%	151	84%	158	88%	15	8%

Note: x = data has been redacted for privacy

Kaipara College NCEA Secondary Achievement Data

2016 NCEA Level 1 Results

According to 2016 end of year data 127 of our 166 (76.5%) learners attained NCEA Level 1.

The table below gives a further breakdown by gender and ethnicity:

NCEA Level 1	Male		Female		Asian		European Pākeha		Māori		Pasifika		*Other		Overall	
Cohort	76		90		8		97		50		4		7		166	
Achieved	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	57	75	70	77.8	8	100	82	84.5	33	66	x	x	x	x	127	76.5

*Other includes international students

2016 NCEA Level 2 Results

According to 2016 end of year data 91 of our 107 (85%) learners attained NCEA Level 2.

The table below gives a further breakdown by gender and ethnicity:

NCEA Level 2	Male		Female		Asian		European Pākeha		Māori		Pasifika		*Other		Overall	
Cohort	60		47		2		70		27		3		5		107	
Achieved	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	55	91.7	36	76.6	x	x	63	90	22	81.5	x	x	x	x	91	85.0

*Other includes international students

2016 NCEA Level 3 Results

According to 2016 end of year data 53 of our 75 (70.7%) learners attained NCEA Level 3.

The table below gives a further breakdown by gender and ethnicity:

NCEA Level 3	Male		Female		Asian		European Pākeha		Māori		Pasifika		*Other		Overall	
Cohort	37		38		1		48		20		1		5		75	
Achieved	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
	27	71.1	26	70.7	x	x	38	79.2	10	50	x	x	x	x	53	70.7

*Other includes international students

Note: x = data has been redacted for privacy

Secondary Achievement Challenge Targets - Year 9 & 10

To encourage teachers to have high expectations of all students we have set % targets.

We are challenging ourselves to lift the achievement of our Year 9 & 10 students by progressing writing and Maths achievement for students who are achieving below the expected level of the curriculum. To do this we will adjust our use of standardised tests, and use the Learning Progressions Framework to ensure our judgements are accurate.

Our targets therefore are:

To raise the numbers of students at or above the appropriate curriculum level in Maths at the end of Year 9.

To raise the numbers of students at or above the appropriate curriculum level in Writing at the end of Year 9.

Groups	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
Year 9 Maths	130	70%	135	73%	139	75%	142	77%	12	7%
Year 9 Writing	131	71%	135	73%	139	75%	142	77%	11	6%
Total Kahui Ako shift of students			5	3%	4	2%	4	2%	12	7%

Secondary Achievement Challenge Targets - NCEA

To encourage teachers to have high expectations of all students we have set % targets.

We are challenging ourselves to lift the achievement of our NCEA students get the necessary credits per subject per year to achieve at the appropriate level and so continue at school. These credits will lead to wider pathways at Level 3, enabling more effective transition into post secondary education and employment.

Our targets therefore are:

- 85% students to gain 80 credits at Level 1 including Literacy and Numeracy
- Excellence Endorsements to increase to 25% at L1, 22% at L2, 18% at L3
- 80% students to gain 60 credits at Level 3.

Groups	Baseline Data 2016		Projected Progress 2018		Projected Progress 2019		Target 2020		Total Cohort Shift	
	No	%	No	%	No	%	No	%	No	%
Level 1	127	76.5%	134	81%	138	83%	141	85%	14	8.5 %
Level 1 Excellence endorsements	23	18.1%	28	21%	32	23%	35	25%	12	6.9%
Level 2 Excellence endorsements	14	15.4%	15	17%	18	20%	20	22%	6	6.6%
Level 3	53	70.7%	56	75%	58	77%	60	80%	7	9.3%
Level 3 Excellence endorsements	5	9.4%	7	12%	9	15%	11	18%	6	8.6%
Total Kahui Ako shift of students - (Based on Excellence endorsement)			8		8		8		24	

Plan of Approach

To ensure this will happen we will:

- Train key staff in standardised tools - particularly a writing tool such as easttle
- Strengthen dispositional learning and the links to key competencies
- Focus on fine motor skills and oral development leading into literacy in ECE
- Liaise with Primary schools over spelling progression and acceleration.
- Work with primary schools to ensure reliable OTJ data from the contributing schools so we can identify students for acceleration and begin teaching from Day 1 Term 1.
- Track the cohort from year to year and investigate the retention rate
- Every teacher of Years 11-13 to try and ensure that every student achieves 14 credits per subject, aiming to increase Merit and Excellence endorsements where possible.
- Use the Learning Progression Framework developed at Level 5 and 6 is available in 2018 we will use it for professional learning and development.
- Work on structure of the junior curriculum to enable effective reporting against curriculum levels.
- Identify those not on track to get 14 credits per subject are the target students for 2018. Teachers will have a target student roll and will gather evidence from lessons to ensure there is acceleration, this will be aided by targeted programmes and the construction of IEP's for at risk students.
- Identify common literacy strategies and access professional learning and development to support the teachers across all subject areas to accelerate writing. In 2018 there will be a literacy and possibly numeracy class introduced into Y10 to accelerate the achievement of targeted students.
- Teachers to gather daily information formatively to inform teaching and meet learning needs. This will enable them to provide evidence of shifts on an ongoing basis-day by day.
- The ongoing development of culturally responsive pedagogy will increase engagement and outcomes for students.
- Create data checkpoints that enable increased tracking of students-could be self assessment, student voice, student work, etc not testing

1. Teaching as Inquiry

The primary purpose of teaching as inquiry is to improve outcomes for students through purposeful assessment, planned action, strategic teaching and focused review.

(The New Zealand Curriculum Update – Issue 12 August 2011)

We will use Teaching as Inquiry to drive professional learning, collaboration and inquiry across the community of learning to raise student achievement and professional knowledge.

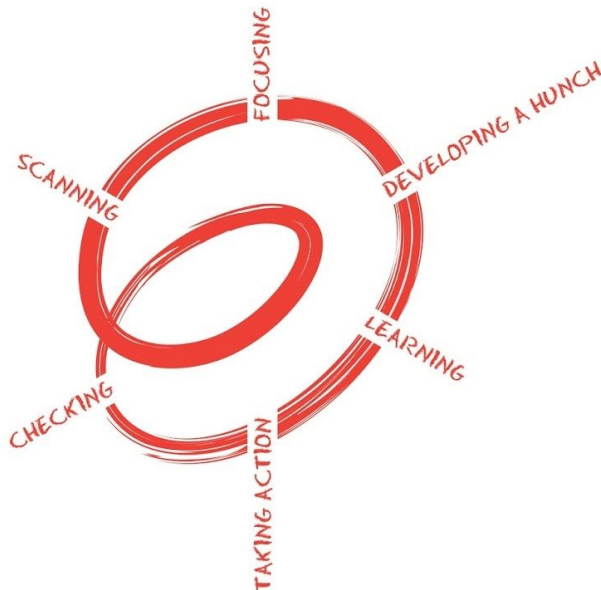
Teachers of the Kaipara Community of Learning are reflective practitioners who adapt their teaching practice in response to the evaluation of their impact on student learning. Therefore, it is expected that all teachers will carry out an ongoing cycle of inquiry into their pedagogy and practice as part of our collective approach to our achievement challenges in Mathematics and Writing.

Systematic, collaborative inquiry processes and challenging professional learning opportunities aligned with the Communities vision, values, goals and

<p>EFFECTIVE PRACTICE INDICATORS</p> <p>The professional community:</p> <ul style="list-style-type: none"> ● shares high, clear and equitable expectations for student learning, achievement, progress and wellbeing ● gathers, analyses and uses evidence of student learning and outcomes to improve individual and collective practice ● engages in systematic, evidence-informed professional inquiry to improve outcomes for students. <p>Professional learning opportunities:</p> <ul style="list-style-type: none"> ● integrate theory and practice ● engage, and if necessary, challenge teachers' prior beliefs ● promote cultural and linguistic responsiveness ● encourage teachers to individually and collectively take responsibility for their own professional learning and improvement ● deepen understanding of the curriculum and of pedagogical and assessment practices that promote conceptual understanding and learning-to-learn capabilities ● develop teacher knowledge and adaptive expertise using context-specific approaches that are informed by research ● provide multiple opportunities to learn and apply new knowledge, and to process it with others ● enable teachers to activate educationally powerful connections. 	<p>IMPACT MEASUREMENT TOOLS</p> <p>Student Achievement Data - formal and anecdotal Observations Inquiry Planning Student evidence - artefacts Collection and analysis of Student Voice Classroom Observations Records of Practice Analysis Conversations Teacher Reflections Meeting Minutes Regular Target Student Reports</p>
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Organisational structures, processes and practices enable and sustain collaborative learning and decision making

<ul style="list-style-type: none"> ● Clear plans for improvement incorporate multiple professional learning opportunities and monitoring of anticipated changes in teacher practice and student outcomes. ● Leaders provide for deep learning by focusing on one or two areas until substantial gains in outcomes are achieved. <p>Leaders and teachers:</p> <ul style="list-style-type: none"> ● use evidence of student learning and progress as a catalyst for professional dialogue ● participate in regular, purposeful classroom visits and observations and provide formative feedback ● engage in open-to-learning conversations as they identify and investigate problems of practice, set goals and develop evidence-based solutions, asking themselves what works (practical insight) and why (theory). ● work collaboratively to plan curriculum, design tasks and activities, and assess and evaluate ● develop and share resources, materials and smart tools ● monitor and evaluate the impact of actions on student outcomes. ● Relationships characterised by mutual respect and challenge, support development of self-efficacy and agency. ● Leaders and teachers seek evidence about the effectiveness of professional learning processes in terms of teacher practice and student outcomes. ● Professional leaders and teachers engage with and contribute to the wider education community. 	<p>Student Achievement Data - formal and anecdotal Observations Inquiry Planning Student evidence - artefacts Collection and analysis of Student Voice Classroom Observations Records of Practice Analysis Conversations Teacher Reflections Meeting Minutes Regular Target student reports</p>
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There are five key elements to the Teaching as Inquiry process we will use.

Focused on...

- Teacher's inquiry cycles will be focused on individual students or groups of students with specifically identified needs that relate to the CoL achievement challenges.
- Students will initially be identified using a range of data and other evidence that has been critically analysed in terms of the students' progress in relation to National Standards and/or the expected achievement levels as set out in the New Zealand Curriculum. Other identifiers will be taken into consideration as part of the inquiry planning process.
- The focus of the inquiry will be on teaching practice that will remove barriers to learning and improve the students' outcomes. This practice may not be limited to classroom teaching strategies – consideration must be given to other forms of support that may be required.

Planned for...

- Using cyclical model of inquiry for example, Timperley's Spiral of Inquiry, but encompassing the models used by individual schools.
- Each inquiry plan will be a living document and evidence regular reflection, ongoing decision-making and evaluation for future inquiries.
- Each teacher will plan for regular check-points with a critical friend and will engage in planned practice analysis conversations.
- Due to the spiral nature of inquiry, links between different and/or ongoing cycles should be evidenced.

Principles of Learning...

- Learner at the centre
- The social nature of learning
- Emotions are integral to learning
- Recognising individual differences
- Stretching all students
- Assessment for learning
- Building horizontal connections

In the early phases of planning an inquiry, teachers will give full consideration not only to specifically targeted teaching/learning strategies and activities but also to the wider principles of learning (where applicable) in order to gain a wider perspective on the student(s) and their learning.

Collaborative...

- At every stage of the teaching as inquiry process, teachers will engage in professional discussion with parents and whanau, colleagues and other outside agencies where and when appropriate.
- Every teacher will be encouraged to have a critical friend with whom to discuss and review their teaching as inquiry planning, implementation, outcomes and reflection/evaluation on a regular basis.
- Every teacher will be coached in conducting practice analysis conversations and targeted observations. Initially this will form part of the across schools or within schools role, however by building teacher capability in this area we can ensure sustainable practice in teaching as inquiry across the CoL.
- Teachers will be encouraged to participate in whole staff meetings and across school meetings (if required) focusing on teaching as inquiry where every teacher will be expected to share and discuss their inquiries, give and receive constructive feedback and reflect on the impact of their teaching on the target student(s).
- Teaching as Inquiry is a critical element of the school appraisal process.

Measurable...

- Identification of students will be based on robust data gathered in formal and informal assessments. This data will be referenced back to National Standards expectations and/or established achievement criteria.
- When planning and implementing an inquiry, a range of evidence will be collected (over time) that supports the decisions made about a student's progress.
- Teachers will aim to bring students closer to the expected level at a rate faster than expected – accelerated progress. Emphasis will be placed on maintaining accelerated progress until the expected level is achieved – students may be the focus of a second or third spiral of inquiry to achieve this.
- Evidencing learning through effective planning and learning stories in ECE

2. Develop a connected learning community based on powerful relationships

By working effectively together to understand the strengths and weaknesses of our students we will be able to leverage the knowledge and skills of our teachers and the wider community to promote positive outcomes.

Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners	
<p>EFFECTIVE PRACTICE INDICATORS</p> <ul style="list-style-type: none"> Teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour. C.O.L and community work together to support students to make effective transitions at critical points on their educational journey. The C.O.L proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing. 	<p>IMPACT MEASUREMENT TOOLS</p> <p><u>Artifacts</u></p> <ul style="list-style-type: none"> Documents Meeting Minutes Planning <p><u>Quantitative</u></p> <ul style="list-style-type: none"> NS Data Termly assessment tools <p><u>Qualitative</u></p> <ul style="list-style-type: none"> Surveys / Interviews Commonality of Language. Observations

3. Culturally responsive and relational pedagogies

Culturally responsive and relational pedagogy is understood to be the contexts for learning where learners are able to connect new learning to their own prior knowledge and cultural experiences. Each learner's 'cultural toolkit' (Bruner 1996), is accepted as valid and legitimate. In this way, cognitive levels and learning activities are responsive to the interests and abilities of the individual learner (Kep.org.nz).

Within culturally responsive relational pedagogy the aim is that learning activities are interactive, dialogic and spiralling and students have opportunities to engage within their zone of proximal development (Vygotsky, 1976). This will improve engagement, increase academic achievement and promote life long learners.

To embed a culturally responsive and relational pedagogy within a kura it is essential there is a triangulation of agents involved in process. These agents enable sustainable change to occur involving the school, whanau and staff is essential. The development of shared understanding of what culturally responsive and relational pedagogy looks like within the context should be developed through the co-construction of pedagogical practices of all those involved. This process will promote engagement and support well-being within schools. Teaching and learning roles are interdependent, fluid and dynamic; students and teachers are able to learn with and from other learners (ako). Feedback and feed-forward provides learners with specific information about what has been done well and what needs to be done to improve (Kep.org.nz).

This is especially important for Maori students. The vision of Ka Hikitia – Accelerating Success 2013–2017 is 'Māori enjoying and achieving education success as Māori'. This vision means ensuring that all Māori students, their parents and their whānau participate in and contribute to an engaging and enjoyable educational journey that recognises and celebrates their unique identity, language and culture. This journey will support Māori students to achieve the skills, knowledge and qualifications they need to achieve success in te ao Māori, New Zealand and in the wider world. This can only happen when the educational context is operating in a culturally responsive and relational manner.

While working to co-construct a culturally responsive and relational pedagogy it is important that agency is driving this process. Culturally responsive and relational leaders and teachers need to be potential focused.

They must understand they have the agency to create contexts for learning and they use evidence of this to understand their own effectiveness (Kep.org.nz).

Involving students as agents of change is empowering and when done in a culturally responsive and relational manner ownership is shared and a true community of learning can be built.

Utilising a common pedagogy that responds to the culture of our learners will *increase levels of engagement*. This in turn will provide a lens through which we can examine how effectively our current school/ECE *processes, practices and activities* are *promoting equitable outcomes* for all students. Inc student agency and parent voice.

Effective, culturally responsive pedagogy supports and promotes student learning	
<p>EFFECTIVE PRACTICE INDICATORS</p> <ul style="list-style-type: none"> ● Student identities and whānau and community knowledge, language and culture are represented in curriculum materials and the enacted curriculum. ● The curriculum makes connections to learners' lives, prior understandings, out-of-school experiences and real-world contexts. ● The cultural competencies for teachers of Māori students – tātaiako: manaakitanga, ako, whanaungatanga, wānanga and tangata whenuatanga – can be observed in teacher practice. ● Teaching practices are consistent with culturally responsive and relational pedagogies. ● Teachers use differentiation and a variety of teaching strategies to engage students and ensure a balance of surface, deep and conceptual learning. ● Teaching practices such as questioning, wait time, and providing opportunities for application, problem solving and invention engage students in learning and thinking. ● Student learning is scaffolded through the use of practices such as prompts, open questions, explanations, worked examples and active discussion and through the provision of appropriate tools and resources. ● Students develop learning-to-learn capabilities by engaging in disciplinary thinking (for example, nature of science or historical) and in thinking that extends across learning areas. ● Teachers promote achievement of learning outcomes by deliberately aligning task design, teaching activities and resources, and home support. ● Students use digital devices and ICT resources in ways that promote productive thinking and digital and technological fluency.⁷⁸ 	<p>IMPACT MEASUREMENT TOOLS</p> <p><u>Artifacts</u></p> <ul style="list-style-type: none"> ● Documents ● Meeting Minutes ● Planning <p><u>Quantitative</u></p> <ul style="list-style-type: none"> ● NS Data ● Termly assessment tools <p><u>Qualitative</u></p> <p>Cultural Competency aspect Lead by Senior Kaipara College Students.</p> <ul style="list-style-type: none"> ● Surveys / Interviews - Student voice. ● Surveys / Interviews - Teacher voice. ● Commonality of Language. ● Observations <p><u>External - Third Party</u></p> <ul style="list-style-type: none"> ● NZCER WellBeing Survey

4. Create effective pathways and transitions from ECE to Post-Secondary Success

“Effective transitions are critical to the development of children’s self-worth, confidence and resilience and ongoing success at school.”

(Continuity of Learning: transitions from early childhood services to schools, Education Review Office, May 2015)

By adopting a collective approach to managing transitions we will establish a shared understanding of good practice within our community of learning. This will promote rigour and knowledge across our educational settings, providing each new transition step with the knowledge necessary to accelerate student achievement.

Community collaborations enrich opportunities for students to become confident, connected, actively involved, lifelong learners

EFFECTIVE PRACTICE INDICATORS	IMPACT MEASUREMENT TOOLS
<ul style="list-style-type: none"> ● Teachers, parents, whānau and community engage in joint activities and interventions to improve learning and/or behaviour. ● C.O.L and community work together to support students to make effective transitions at critical points on their educational journey. ● The C.O.L proactively identifies and draws on community resources to enhance student learning opportunities, achievement and wellbeing. 	<p><u>Artifacts</u></p> <ul style="list-style-type: none"> ● Documents ● Meeting Minutes ● Planning <p><u>Quantitative</u></p> <ul style="list-style-type: none"> ● NS Data (Year 1) Year 9 Data ● Termly assessment tools <p><u>Qualitative</u></p> <ul style="list-style-type: none"> ● Surveys / Interviews - sample of transitioning / transitioned students ● Commonality of Language.

The Kaipara Community of Learning recognises three essential and closely-linked aspects in the successful transition from our contributing Early Childhood Services to Post-Secondary success:

- Effective Relationships
- Connected Curricula
- Shared Achievement Information

A. Effective Relationships

As a Community of Learning, the Kaipara CoL will collectively seek to develop processes that ensure continuity in the relationships between the student, their whanau and the ECE and school in order to support children settling into school successfully. Increased communication between ECE and school is critical for new entrant teachers to develop real, in-depth knowledge of their newly enrolled students, their whanau and the students interests and achievements. Increasing reciprocal visits, transition programmes and opportunities to share information and exchange ideas between both services, whanau and students will be explored. Collaboration and sharing of information between new entrant teachers at CoL schools will provide a degree of continuity in the Kaipara region, as ECE services contribute to all our schools.

The primary school students attend manual at Kaipara College which allows them to build effective relationships with staff and students prior to attending the college. Open days and evenings are organised to ensure whanau can transition easily from primary school into the secondary context.

B.Connected Curricula

A deep understanding of both Te Whariki and the New Zealand Curriculum (especially the literacy learning progressions and literacy and mathematics National Standards) has proven essential in contributing to successful transition to primary school. A collaborative approach to planning a programme for the first few weeks at school that is targeted to the child's strengths, interests, culture and capabilities and bridges the transition period may be considered.

C. Shared Achievement Information

By developing systems and processes for ensuring the transfer of achievement information between ECE and school services, new entrant teachers will develop a better understanding of the akonga entering their classes. While parents are generally encouraged to share their child's learning journals there seem to be few formal processes for ensuring this takes place. By formalising this process and with increased understanding of the learning recorded through learning stories, ease of the continuity of learning will be ensured. Similarly, sharing of school entry assessments, observations and anecdotal information with ECE providers will serve to better inform their transition programmes. Data is also shared by the primary schools with the secondary school on the student's achievement. The primary schools also provide valuable qualitative data to help with class placements and this allows the secondary school to create positive learning spaces.

All three aspects rely on developing a strong, collaborative learning community in the Kaipara region.

Kaipara Community of Learning Organisational Structure

