

# Central New Plymouth Kāhui Ako

(99163)

## Achievement Challenge Plan



**Ko te toki tē tangatanga i te rā. He toki, He tangata.**

We will remain unified as one people regardless of  
any obstacles that may challenge our unity.

# Introduction | Whakatakinga

A Kāhui Ako is a group of education and training providers that form around children's and young people's learning pathways and work together to help them achieve their full potential.

In collaborating together, our Kāhui Ako will have a shared purpose to look after the young people in our community.

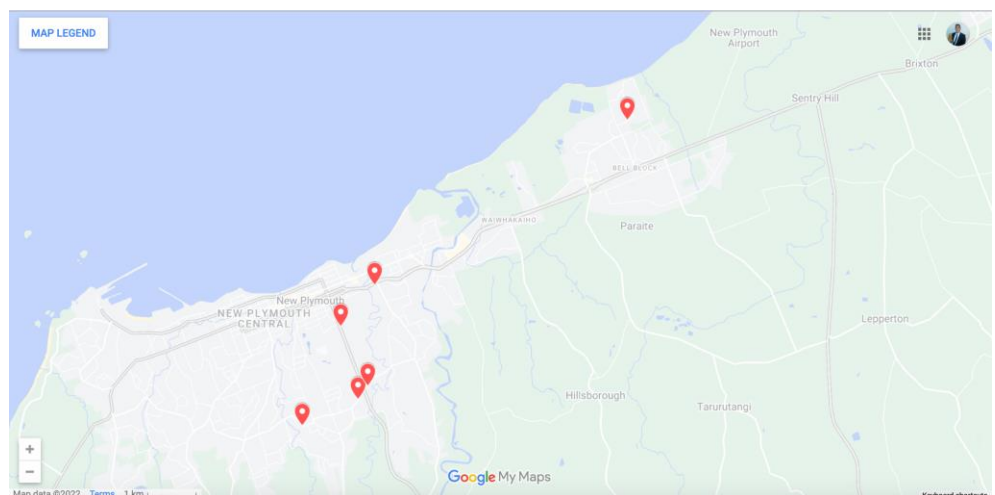
## Our Aspirations | Hōkaka

Our Achievement Challenges have been developed following consultation and reflection with schools in the Kāhui Ako. They are designed to promote a culture of learning where we:

- All have a commitment to outcomes for all students, irrespective of the age, stage or location of students
- Practice effective pedagogy to improve student achievement
- Share practice to raise professional capabilities and capacity across the Kāhui Ako

## Our People, Our Place | Tō Tātou Iwi, Tō Tātau Kāinga

The Central New Plymouth Kāhui Ako is made up of six New Plymouth Schools: 3 Primary schools, 1 Intermediate and 2 Secondary Schools. As of 1 July 2022, the total roll of the Kāhui Ako was 4,417, made up of NZ / Pakeha 2882 (65%), Māori 1032 (23%), Pacific 110 (2.5%), Asian 263 (5.9%) and others 142 (3.5%).





All the schools are within the Te Atiawa iwi boundary.


1. New Plymouth Girls' High School
2. New Plymouth Boys' High School

3. Highlands Intermediate School
4. Puketapu School
5. Welbourn School
6. Vogeltown School

## Our Schools | Ō Mātou Kura

Students numbers are from 2022 July roll data.


| School  | Year Groups    | School Roll | Area            | Student population   |
|---|----------------|-------------|-----------------|--|
| <b>Puketapu School</b><br><br><a href="http://www.puketapu.school.nz">www.puketapu.school.nz</a>   | Years<br>1 - 8 | 395         | New<br>Plymouth | NZ/Pakeha 43%<br>Māori 42%<br>Pacific 4%<br>Asian 8%<br>MELAA 1%<br>Other 1% |
| <b>Empower All People to be Healthy, Lifelong Learners:</b><br>At Puketapu School we believe that our students contribute to their learning, their whānau and their community, they are communicators, they are kind to themselves, others and their environment, they are learners, they have a strong sense of belonging and they look after their wellbeing.   |                |             |                 |  |
| <b>Vogeltown School</b><br><br><a href="http://www.vogeltown.school.nz">www.vogeltown.school.nz</a>  | Years<br>1 - 6 | 370         | New<br>Plymouth | NZ/Pakeha 69%<br>Māori 19%<br>Pacific 1%<br>Asian 6%<br>MELAA 5%<br>Other 0% |
| <b>School Vision:</b><br><i>Maanaki Whenua – Maanaki Tangata – Haere Whakamua Care for the land – Care for the People – Go Forward</i><br><b>Our Values:</b> I – R.O.C.K : I – Inclusive, R – Respectful, O – Original/Creative, C – Courageous, K – Kind (Caring)<br><br>Vogeltown Primary School in the heart of New Plymouth, is a warm, innovative and progressive school mixing the very best of the future, with proven values and attitudes of the past. At the centre of our school are the people – students, parents, and staff; all working together to ensure that every child gets the best possible learning opportunities. |                |             |                 |  |

| School  | Year Groups    | School Roll | Area            | Student population   |
|---|----------------|-------------|-----------------|--|
| <b>Welbourn School</b><br><br><a href="http://www.welbourn.school.nz">www.welbourn.school.nz</a> | Years<br>1 – 6 | 313         | New<br>Plymouth | NZ/Pakeha 66%<br>Māori 20%<br>Pasifika 2%<br>Asian 10%<br>MELAA 2%<br>Other 1% |

**Vision:**

Our school community developed Vision underpins all our planning and actions. We want Welbourn School to be a place where every child is given the opportunity to develop as Confident, Capable, Creative, Connected, and Engaged Life Long Learners.... Soaring to Success. We have high expectations for all our students.


**Our school motto** – “Make good choices, be Fair, Care and Share” is a living value that underpins our behaviour expectations and the importance we place on respect, relationships and belonging.

|   |                |     |                 |   |
|---|----------------|-----|-----------------|---|
| <b>Highlands Intermediate School</b><br><br><a href="http://www.highlands.school.nz">www.highlands.school.nz</a> | Years<br>7 – 8 | 703 | New<br>Plymouth | NZ/Pakeha 77%<br>Māori 15%<br>Pasifika 1%<br>Asian 4%<br>MELAA 3%<br>Other 1% |
|---|----------------|-----|-----------------|---|

**Our Focus & Vision:**

Our focus is to provide action learning that has as its centre the individual student. Essential skills, attitudes and values are acquired through a balance of curriculum, knowledge and understanding. Students will develop necessary skills through a range of learning experiences across the whole curriculum.


Highlands Intermediate has a clear vision for our students. Authentic learning, real situations and personal relevance all underpin the school-wide teaching approach. We aim to create confident, connected, actively involved, lifelong learners.

| School   | Year Groups     | School Roll | Area         | Student population  |
|--|-----------------|-------------|--------------|---|
| <b>New Plymouth Girls' High School</b><br><br>New Plymouth Girls' High School<br>Te Kura Taitamawāhine o Puke Ariki<br><a href="http://www.npghs.school.nz">www.npghs.school.nz</a> | Years<br>9 - 13 | 1271        | New Plymouth | NZ/Pakeha 67%<br>Māori 22%<br>Pasifika 3%<br>Asian 6%<br>MELAA 1%<br>Other 1% |

**Vision:** To develop educated, confident young women of outstanding character.

**Our Mission:** We exist so that each young woman has the opportunity to discover and develop the necessary knowledge, skills, values and character to enable her to fulfil her potential.

We passionately believe in the effectiveness of education to empower young people to develop their strengths and talents. Our values underpin our thinking and actions: Whakamana- Respect, Responsibility – Haepapa, Whanangatanga – Relationships

|   |                 |      |              |   |
|---|-----------------|------|--------------|---|
| <b>New Plymouth Boys' High School</b><br><br>NEW PLYMOUTH BOYS' HIGH SCHOOL<br>TE KURA TAMATĀNE O NGĀMOTU<br><a href="http://www.npbhs.school.nz">www.npbhs.school.nz</a> | Years<br>9 - 13 | 1387 | New Plymouth | NZ/Pakeha 63%<br>Māori 25%<br>Pasifika 3%<br>Asian 6%<br>MELAA 3%<br>Other 1% |
|---|-----------------|------|--------------|---|

**Vision:** Be The Example

We set the standard for the boys schools in not only Taranaki but New Zealand. Our students set the standard, and our staff set the standard. It's not about following other schools, it's about cutting our path, innovating, leading, being our own school, and one others aspire to be like – not the other way round. It's not about being arrogant, putting ourselves above others, but focussing on what we do and what we can control.

# Our Achievement Challenges

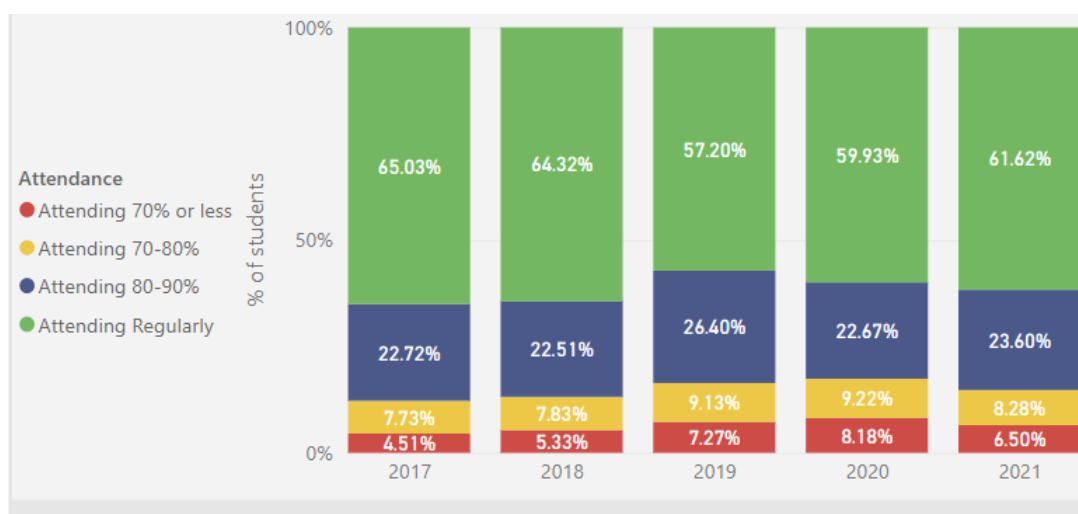
## What our data shows

The [collated data for our Kāhui Ako](#) reflects the data that each school holds and knows from anecdotal and qualitative information. Schools within our Kāhui Ako have an abundance of achievement and attainment data, from PAT and other standardised testing to NCEA outcomes. Data collection also takes place through attendance records, discipline and wellbeing support notes, student surveys, focus groups with parents and whānau, Wellbeing@Schools survey, exit surveys amongst others. This provides a rich mix of information that informs our views and interpretations of the key data sets below within our individual contexts.

### Attendance Data

While the percentage of students attending regularly in our Kāhui Ako community (61.62%) is slightly above the current national rate of 59.7%, we recognise that this is some distance from the 2024 target of 70% as set in the [‘Attendance and Engagement Strategy \(June 2022\)’](#). In our Kāhui Ako, this means a change in the attendance patterns of approximately 350 students in two years.

The percentage of students who are chronically absent, attending 70% or less, is 6.5% across our schools. While this compares favourably with 7.7% nationally, we are concerned that this means in our small community there are approximately 270 students who are missing three or more days of school per fortnight. The impact on the learning and outcomes for these students will be felt throughout their learning journey.



## Engagement Data

Our schools recognise that we need to effectively involve students in learning if students are to experience success. Attendance, stand-downs, suspensions, and exclusions can provide an indication of where engagement in productive learning may be absent, and/or where behavioural issues may be inhibiting learning.

Across our Kāhui Ako, the 2021 data showed we tended to stand-down students less than would be expected if this was at the national rate, but suspensions were slightly higher than the national comparison. The difference between males and females was noticeable in our Kāhui Ako, while the national data is similar for both groups.

The main reasons for stand-downs across our schools in 2021 were for physical assault and vaping, while the main reasons for suspensions were drugs and continual disobedience.

### Stand-downs

| Group     | Observed stand-downs | Baseline stand-downs ? |
|-----------|----------------------|------------------------|
| Female    | 39                   | 58.6                   |
| Male      | 67                   | 59.4                   |
| CoL Total | 106                  | 118.0                  |

### Suspension

| Group     | Observed suspensions | Baseline suspensions ? |
|-----------|----------------------|------------------------|
| Female    | 9                    | 8.5                    |
| Male      | 12                   | 8.5                    |
| CoL Total | 21                   | 17.0                   |

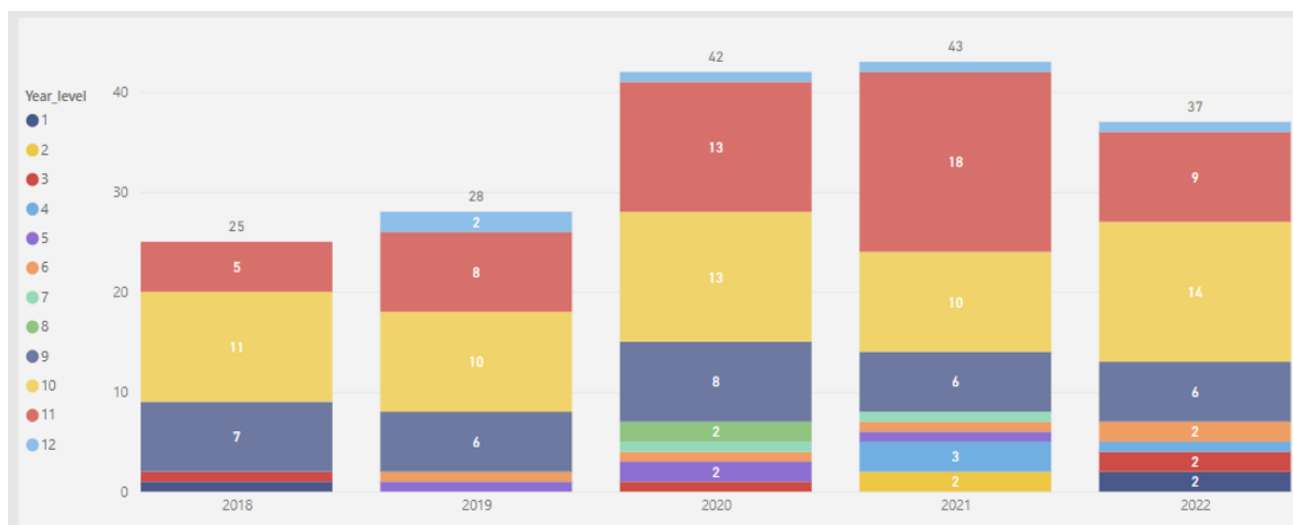


## Exclusions

| Group     | Observed exclusions | Baseline exclusions <span style="color: red;">?</span> |
|-----------|---------------------|--|
| Female    | 0                   | 2.6  |
| Male      | 4                   | 2.6  |
| CoL Total | 4                   | 5.2  |

## Not Enrolled students

The schools in this Kāhui Ako are part of a larger Attendance Cluster of 17 schools. The non-enrolment of students across our Kāhui Ako continues to be of concern in terms of engagement in school and education, and the long-term impact on these students and the community we share. Our goal is to reduce the number of unjustified absences before they lead to chronic absentees and then subsequently these students appear on the non-enrolled lists with the Attendance Services.





## Achievement Challenges

### Achievement Challenge A: Attendance and Engagement

Why is this important to our Kāhui Ako? How will it improve student achievement?

“When students are fully engaged, they take actions to learn; feel positive about engaging in learning; and think deeply about their learning and engagement. In New Zealand, the principles of presence and connectedness are fundamental to initiatives and strategies... Students can be disengaged at different levels and this may not be obvious; they can simply feel bored or they can be hiding emotional distress. Others will show signs of disengagement: they may behave negatively, skip class....”

[Learning in a Covid-19 World, Te Ihuwaka/Education Evaluation Centre.](#)

Our collective data shows there is a need to engage with learners in a way that encourages regular attendance. This is key to all learning and achieving the educational aspirations we have for our children and young people. While all three of the achievement challenges are important, we believe this Challenge is critical to the success of the other two, and to the ongoing success of learners.

| Aspirational Intent   | Initial action  | Longer term action  |
|---|---|---|
| Meet the targets of the national attendance and engagement Strategy | Research into what is working in our own schools and best practice in engagement.                                 | Provide professional learning to the Kāhui Ako regarding aspirational processes and sharing of knowledge. |
|   | Become familiar with the <a href="#">Attendance and Engagement Strategy</a> and how this relates to our Kāhui Ako | Develop and implement strategies to help all schools achieve the targets in the strategy.                 |

|  |   |   |
|--|---|---|
| Work across schools on family/whānau support | Identify shared families, and work together on attendance and engagement strategies to provide more holistic support to families/whānau and students. | Provide professional learning for staff within the Kāhui Ako as we develop processes which help eliminate or reduce barriers. |
|  |   |   |

## Achievement Challenge B: Coherent Pathways

Why is this important to our Kāhui Ako? How will it improve student achievement?

Students in our Kāhui Ako move through primary-intermediate-secondary, or full primary-secondary before transitioning to work, further training or education. Almost all students have also made a transition from an ECE experience to the school. These significant transitions, along with the internal transitions from year to year, show the need for coherent pathways within and between schools. While the numbers are reasonably small, the group of young people recorded as not enrolled, are a key consideration for the coherent pathway challenge, alongside the desire to see every student continue their learning journey with minimal disruption.

<https://curriculumtool.education.govt.nz/en/Home/PathwaysGuidance/99200>

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<https://www.educationcounts.govt.nz/publications/schooling/31853>

The way transitions are experienced not only makes a difference to students in the early months of a new situation, but may have a much longer-term impact -

socially, emotionally and academically. The transition challenge is not an event but a process, requiring ongoing adjustments over a period of time. Transition involves continuity of learning, well-being, engagement, and rates of attendance for students.

| <b>Aspirational Intent</b>   | <b>Initial action</b>   | <b>Longer term action</b>  |
|--|---|--|
| Conduct a literature review to learn from best practice  | Analyse published research to learn about transition points. One source might be <a href="#">Education Counts</a> reports.                              | Report to Kāhui Ako members about key findings and points to note as we develop systems.   |
|  | Analyse published research to learn about coherent pathways within and between schools. Once source might be <a href="#">Coherent Pathways Guidance</a> | Develop and implement a strategy for transition and capability statements.   |
| Develop effective transition practices and communication across our community to ensure a smoother transition for all students, with a focus on priority learners. | Explore the use of tools to enable the maintenance of coherent and continuous learning, where data is consistent and shared.                            | Develop a shared pedagogy across our Kāhui Ako that deepens our understanding of effective transitions, development and learning in primary, intermediate and secondary settings |

## Achievement Challenge C: Hauora, focus on Emotional regulation

Why is this important to our Kāhui Ako? How will it improve student achievement?

“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 is enhanced when evidence-informed practices are adopted by schools in partnership with families and communities. 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”. (ERO Wellbeing for Success: A Resource for Schools, March 2016)

Anger and lack of emotional regulation responses are concerns that are seen in all schools, although they may present differently. Physical aggression, exclusion, bullying, online responses, and acting out are examples. A small number of students have a disproportionate impact on the well-being of students and staff in the school. We note a greater need for a well-being focus, based on the increased requests for interventions and support around students who have or are experiencing trauma.

| Aspirational Intent  | Initial action   | Longer term action  |
|--|--|---|
| Develop effective systems of support for students, engaging resources in our community | Research effective tools and strategies to help children and young people deal with their emotions and reactions | Develop and implement tools, strategies or a programme which focuses on emotional response. |
|  | Research effective pastoral care structures that promote inclusivity and belonging                               | Consider trial implementation in two or more schools within the Kāhui Ako                   |
| Build a shared language across the Kāhui Ako   | Research our current practices and language  | Clearly articulate a strengthened and shared restorative process.                           |

## **How will we know we have been successful?**

Our Kāhui Ako is intentionally aligning our targets with national strategies, including attendance and engagement. These aspirational targets will be measures of our own success.

By making these targets a focus, we are growing capability and understanding within our schools and Kāhui Ako, while ensuring that strategically important educational priorities are given full attention and resourcing within our schools.

We recognise that engagement is more than attendance, but believe this is a key step in the success of other Challenges.

It is important to note that success in Challenge B and C should not only be measured by quantitative data. For example, a single incident can result in multiple stand-downs or suspensions, and we do not want schools to make compromises in safety or values to meet arbitrary quotas. While success will be measured for each Challenge, it is recognised that these overlap and greater engagement cannot be separated from increased emotional regulation or the impact of a coherent pathway.

We will know success in Challenge B and C if there is a trend towards a decrease in incidents which results in stand-downs, suspensions and exclusions. But more importantly, success will be shown through an increased understanding and implementation of consistent systems to assist students and shared best practices. These systems will help ensure that improvements are through conscious effort and good practice, and can be replicated.