



# WHIRINAKI KĀHUI AKO

HAWKE'S BAY – NEW ZEALAND

*WHIRINAKI KA EKE KI RUNGA – LET US BIND TOGETHER TO ATTAIN HEIGHTS*



# 2017-2020

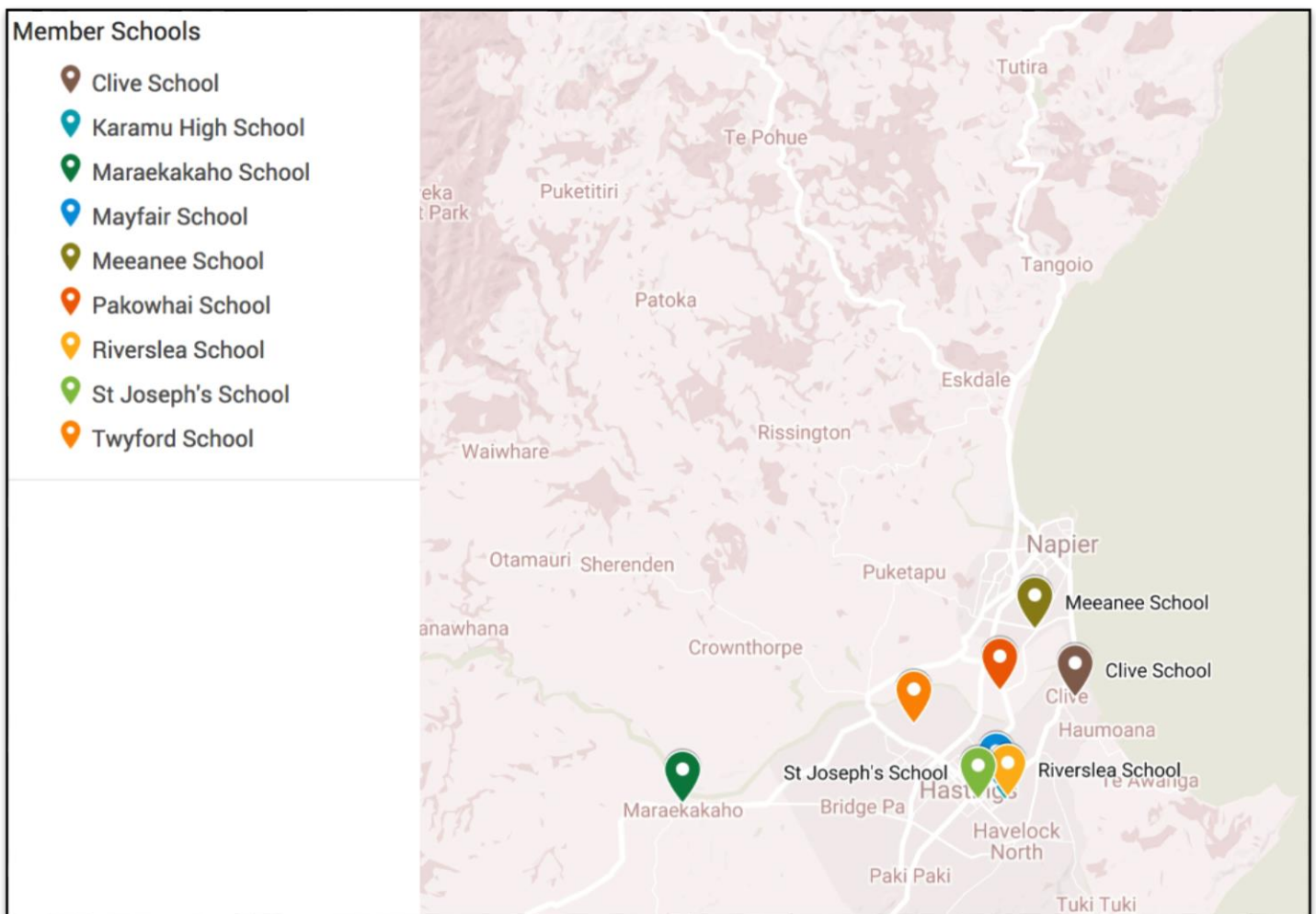


# Whirinaki Kāhui Ako Profile

## Overview:

The Whirinaki Community of Learning consists of over 1900 students in nine schools: one co-educational secondary school Karamu High School, four full primary schools: Maraekakaho School, Meeanee School, St Joseph's School, Twyford School and four contributing schools: Clive School, Mayfair School, Pakowhai School, Riverslea School. All schools are state schools with the exception of St Joseph's School which is a state integrated Catholic School. There are a range of rural, semi-rural and urban schools in Whirinaki CoL.

The member schools are situated mainly in the Hastings district with one school situated in the Napier district. Many of the principals have worked together previously but the formalisation of the Whirinaki CoL signifies a commitment to develop a shared culture of critical reflection, evidence based internal evaluation and collaboration.



## Whirinaki Kāhui/Ako Ethnicities:

The student population of Whirinaki CoL is made up of 52% Female and 48% Male. 53% of student identify as European/Pakeha, 37% Maori, 5% Asian, 4% Pasifika, and 1% Other. Approximately 97% of five year olds starting at the Whirinaki CoL schools have participated in early childhood education. The early childhood contributors are extremely diverse in location, type and size.

School: Name	Total	Māori	Pasifika	Asian	European \ Pākehā	Other	Female	Male
Clive School	<b>235</b>	<b>81</b> 34%	<b>4</b> 2%	<b>8</b> 3%	<b>139</b> 59%	<b>3</b> 1%	<b>101</b> 43%	<b>134</b> 57%
Karamu High School	<b>856</b>	<b>317</b> 37%	<b>17</b> 2%	<b>23</b> 3%	<b>492</b> 57%	<b>7</b> 1%	<b>492</b> 57%	<b>364</b> 43%
Maraekakaho School	<b>150</b>	<b>26</b> 17%	<b>0</b> 0%	<b>2</b> 1%	<b>116</b> 77%	<b>6</b> 4%	<b>80</b> 53%	<b>70</b> 47%
Mayfair School	<b>210</b>	<b>129</b> 61%	<b>21</b> 10%	<b>5</b> 2%	<b>53</b> 25%	<b>2</b> 1%	<b>103</b> 49%	<b>107</b> 51%
Meeanee School	<b>81</b>	<b>34</b> 42%	<b>0</b> 0%	<b>2</b> 2%	<b>45</b> 56%	<b>0</b> 0%	<b>34</b> 42%	<b>47</b> 58%
Pakowhai School	<b>29</b>	<b>8</b> 28%	<b>5</b> 17%	<b>0</b> 0%	<b>16</b> 55%	<b>0</b> 0%	<b>13</b> 45%	<b>16</b> 55%
Riverslea School	<b>37</b>	<b>32</b> 86%	<b>2</b> 5%	<b>0</b> 0%	<b>3</b> 8%	<b>0</b> 0%	<b>14</b> 38%	<b>23</b> 62%
St Joseph's School	<b>159</b>	<b>40</b> 25%	<b>23</b> 14%	<b>44</b> 28%	<b>48</b> 30%	<b>4</b> 3%	<b>78</b> 49%	<b>81</b> 51%
Twyford School	<b>162</b>	<b>52</b> 32%	<b>1</b> 1%	<b>9</b> 6%	<b>100</b> 62%	<b>0</b> 0%	<b>81</b> 50%	<b>81</b> 50%
<b>Total for CoL</b>	<b>1919</b>	<b>719</b> 37%	<b>73</b> 4%	<b>93</b> 5%	<b>1012</b> 53%	<b>22</b> 1%	<b>996</b> 52%	<b>923</b> 48%

## Whirinaki Kāhui/Ako Strengths:

The 2016 ERO report identified the following strengths in the Whirinaki Kāhui Ako:

- relevant contexts for learning and a wide range of learning experiences, that foster good levels of student engagement
- strengthened culturally responsive practices
- provision of additional support programmes
- the use of achievement information to promote student learning and progress
- implementation of modern learning practices to support 21st century learning
- development of student ownership of their learning
- community links and partnership-building with parents and whānau.

# Whirinaki Vision Statement

*To collaborate by using data analysis, shared expertise and timely intervention to improve the outcomes for all learners while still recognising and supporting individual school communities.*

## Rationale for Shared Achievement Challenges

New Zealand's underachievement in educational attainment is overrepresented by children in the Ministry of Education's priority learner groups and some of these groups are a significant proportion of all students in the Whirinaki Community of Learning | Kāhui Ako.

Furthermore, in 2016 ERO identified the following areas for improvement for Whirinaki Kāhui/Ako:

- developing and implementing strategies to successfully accelerate students' progress and raise achievement, especially for boys, Māori and Pacific students
- using information to determine the effectiveness of specific teaching strategies and curriculum provisions
- continuing to strengthen moderation practices, especially in reading and mathematics
- increasing capability in many schools to successfully undertake inquiry and internal evaluation.

An agreed need to identify and accelerate the progress of students at risk of not achieving the expected level at the earliest stage in their learning pathway, and implementing support programmes to accelerate their learning progress, has highlighted the need to collaborate for the best outcomes of all students within our community.

By identifying and using the resources and expertise within our local schools and wider community we have confidence in our ability to gain improved outcomes for all students.

To enable us to work effectively together we identify that the following values are necessary for creating collective commitment:

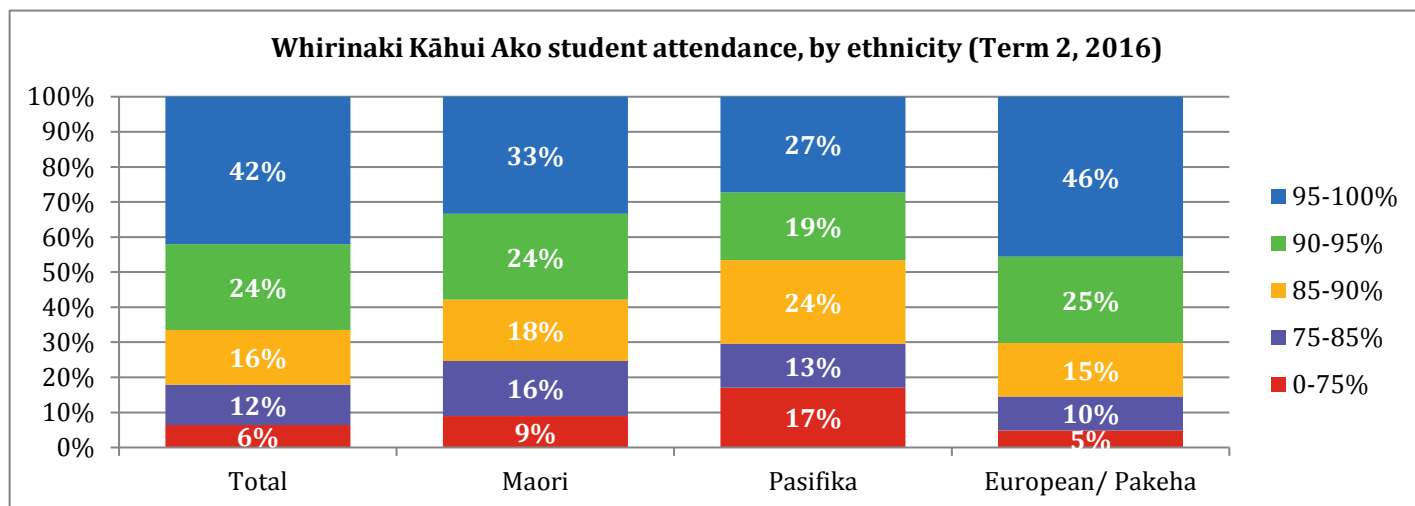
***Trust   Transparency   Respect   Honesty   Openness***  
***Compromising   Clear Communication***

# Whirinaki Baseline Data

## National Standards Data 2016

Year 1-8 Percentage of students at/above							
	2016 NZ Y1-8 All	CoL Y1-8 All	CoL Y1-8 Female	CoL Y1-8 Male	CoL Y1-8 NZ Maori	CoL Y1-8 Pasifika	CoL Y1-8 NZE
Reading	77.8%	80%	85%	75%	73%	69%	84%
Writing	71.2%	78%	86%	70%	72%	78%	81%
Maths	75.4%	77%	77%	76%	72%	69%	79%

## Attendance Data 2016



## NCEA Data 2016:

Percentage of Leavers Achieving Level 2 or above (2016)							
	NZ All	CoL All	CoL Female	CoL Male	CoL NZ Maori	CoL Pasifika	CoL NZE
Level 2	80.3%	86.1%	90.0%	81.6%	80.4%	80.0%	89.2%

Percentage of Leavers Achieving Level 3 or UE Award (2016)							
	NZ All	CoL All	CoL Female	CoL Male	CoL NZ Maori	CoL Pasifika	CoL NZE
Level 3	54%	48.7%	59.0%	36.8%	39.2%	80.0%	54.0%

## School Leaver Data:

Students Staying At School Until They Are 17 (2016)							
	NZ All	CoL All	CoL Female	CoL Male	CoL NZ Maori	CoL Pasifika	CoL NZE
Level 2	84%	81%	84%	77%	73%	100%	84%

## Whirinaki Kāhui/Ako Data Analysis Summary:

### **National Standards:**

The Whirinaki Kāhui Ako student achievement data shows that the students in our Kāhui Ako are achieving above the national average in National Standards.

The data highlights areas of inequitable outcomes between male and female students, and between Maori and European students.

### **Attendance Data:**

The Whirinaki Kāhui Ako student attendance data highlights that Maori and Pasifika attendance is much lower than New Zealand European

### **NCEA:**

The Whirinaki Kāhui Ako NCEA data shows that the students in our Kāhui Ako achieve Level 2, Level 3 or UE Award at a higher rate than the national Average.

The data highlights areas of inequitable outcomes between male and female students, and between Maori and European students.

### **School Leaver Data:**

The Whirinaki Kāhui Ako school leaver data shows that the percentage of students that remain in school until their 17<sup>th</sup> birthday is lower than the national average, but slightly higher than the Hawke's Bay average of 82.5%.

The data highlights areas of inequity between male and female students retention, and between Maori and European student retention.

# Achievement Challenges:

READING	2016	2017	2018	2019	2020
To lift the achievement of Year 1-8 students 'At or Above' the National Standard in Reading	Target percentage of students At or Above National Standards				
	80%	81%	82%	83%	84%
	823/1034	834/1034	845/1034	856/1034	869/1034



**2023**

87% of all students At or Above National Standard

WRITING	2016	2017	2018	2019	2020
To lift the achievement of Year 1-8 students 'At or Above' the National Standard in Writing	Target percentage of students At or Above National Standards				
	78%	79%	81%	82%	84%
	806/1034	821/1034	836/1034	851/1034	869/1034



**2023**

87% of all students At or Above National Standard

MATHEMATICS	2016	2017	2018	2019	2020
To lift the achievement of Year 1-8 students 'At or Above' the National Standard in Mathematics	Target percentage of students At or Above National Standards				
	77%	79%	80%	82%	83%
	795/1034	812/1034	829/1034	846/1034	859/1034



**2023**

85% of all students At or Above National Standard

NCEA 2	2016	2017	2018	2019	2020
To lift the number of Maori students leaving secondary school having achieved NCEA 2 or higher	Target percentage of Maori students achieving NCEA Level 2				
	80%	82%	84%	86%	88%
	41/51	42/51	43/51	44/51	45/51



**2023**

90% of Maori students achieving NCEA Level 2 or above



# School Level National Standard Achievement Targets

Writing - All students							
	Total students	Baseline - 2016		Target - 2020		Shift required	
		Number	Percent	Number	Percent	Number	Percent
Maraekakaho School	152	125	82.2%	132	86.2%	7	4.0%
Clive School	243	182	74.9%	202	83.0%	20	8.1%
Mayfair School	194	142	73.2%	161	82.6%	19	9.4%
Meeanee School	78	60	76.9%	66	83.4%	6	6.5%
Pakowhai School	22	7	31.8%	12	51.8%	5	20.0%
Riverslea School	31	21	67.7%	26	81.5%	5	13.8%
St Joseph's School	164	151	92.1%	151	92.1%	0	0.0%
Twyford School	150	118	78.7%	126	83.7%	8	5.1%
<b>Whirinaki Kāhui Ako</b>	<b>1034</b>	<b>806</b>	<b>77.9%</b>	<b>865</b>	<b>83.6%</b>	<b>59</b>	<b>5.6%</b>

Writing - Māori							
	Total students	Baseline - 2016		Target - 2020		Shift required	
		Number	Percent	Number	Percent	Number	Percent
Maraekakaho School	23	x	x	x	x	x	x
Clive School	86	60	69.8%	71	82.0%	11	12.2%
Mayfair School	118	82	69.5%	97	81.9%	15	12.4%
Meeanee School	34	26	76.5%	29	83.3%	3	6.8%
Pakowhai School	5	x	x	x	x	x	x
Riverslea School	26	18	69.2%	22	81.8%	4	12.6%
St Joseph's School	40	36	90.0%	38	94.0%	2	4.0%
Twyford School	47	34	72.3%	39	82.5%	5	10.1%
<b>Whirinaki Kāhui Ako</b>	<b>379</b>	<b>274</b>	<b>72.3%</b>	<b>313</b>	<b>82.5%</b>	<b>39</b>	<b>10.2%</b>

Writing - Boys							
	Total students	Baseline - 2016		Target - 2020		Shift required	
		Number	Percent	Number	Percent	Number	Percent
Maraekakaho School	69	53	76.8%	58	83.4%	5	6.6%
Clive School	136	96	70.6%	112	82.1%	16	11.5%
Mayfair School	98	62	63.3%	80	80.7%	18	17.4%
Meeanee School	43	29	67.4%	36	81.5%	7	14.0%
Pakowhai School	12	3	25.0%	6	45.0%	3	20.0%
Riverslea School	18	9	50.0%	13	70.0%	4	20.0%
St Joseph's School	82	71	86.6%	75	90.6%	4	4.0%
Twyford School	72	50	69.4%	59	81.9%	9	12.4%
<b>Whirinaki Kāhui Ako</b>	<b>530</b>	<b>373</b>	<b>70.4%</b>	<b>435</b>	<b>82.1%</b>	<b>62</b>	<b>11.7%</b>



Reading - All students							
	Total students	Baseline - 2016		Target - 2020		Shift required	
		Number	Percent	Number	Percent	Number	Percent
Maraekakaho School	152	128	84.2%	135	88.2%	7	4.0%
Clive School	243	184	75.7%	203	83.1%	19	7.4%
Mayfair School	194	148	76.3%	162	83.3%	14	7.0%
Meeanee School	78	68	87.2%	72	91.2%	4	4.0%
Pakowhai School	22	11	50.0%	16	70.0%	5	20.0%
Riverslea School	31	23	74.2%	26	82.8%	3	8.6%
St Joseph's School	164	142	86.6%	149	90.6%	7	4.0%
Twyford School	150	119	79.3%	126	83.9%	7	4.5%
<b>Whirinaki Kāhui Ako</b>	<b>1034</b>	<b>823</b>	<b>79.6%</b>	<b>868</b>	<b>83.9%</b>	<b>45</b>	<b>4.3%</b>

Reading - Māori							
	Total students	Baseline - 2016		Target - 2020		Shift required	
		Number	Percent	Number	Percent	Number	Percent
Maraekakaho School	23	x	x	x	x	x	x
Clive School	86	54	62.8%	70	80.6%	16	17.8%
Mayfair School	118	92	78.0%	99	83.6%	7	5.6%
Meeanee School	34	27	79.4%	29	83.9%	2	4.5%
Pakowhai School	5	x	x	x	x	x	x
Riverslea School	26	20	76.9%	22	83.4%	2	6.5%
St Joseph's School	40	34	85.0%	36	89.0%	2	4.0%
Twyford School	47	33	70.2%	39	82.0%	6	11.8%
<b>Whirinaki Kāhui Ako</b>	<b>379</b>	<b>278</b>	<b>73.4%</b>	<b>314</b>	<b>82.7%</b>	<b>36</b>	<b>9.3%</b>

Reading - Boys							
	Total students	Baseline - 2016		Target - 2020		Shift required	
		Number	Percent	Number	Percent	Number	Percent
Maraekakaho School	69	55	79.7%	58	83.9%	3	4.2%
Clive School	136	101	74.3%	113	82.9%	12	8.6%
Mayfair School	98	64	65.3%	80	81.1%	16	15.8%
Meeanee School	43	36	83.7%	38	87.7%	2	4.0%
Pakowhai School	12	5	41.7%	8	61.7%	3	20.0%
Riverslea School	18	11	61.1%	15	80.2%	4	19.1%
St Joseph's School	82	71	86.6%	75	90.6%	4	4.0%
Twyford School	72	54	75.0%	60	83.0%	6	8.0%
<b>Whirinaki Kāhui Ako</b>	<b>530</b>	<b>397</b>	<b>74.9%</b>	<b>440</b>	<b>83.0%</b>	<b>43</b>	<b>8.1%</b>

Mathematics - All students							
	Total students	Baseline - 2016		Target - 2020		Shift required	
		Number	Percent	Number	Percent	Number	Percent
Maraekakaho School	152	115	75.7%	127	83.1%	12	7.5%
Clive School	243	192	79.0%	204	83.8%	12	4.8%
Mayfair School	194	140	72.2%	160	82.4%	20	10.3%
Meeanee School	78	62	79.5%	66	83.9%	4	4.4%
Pakowhai School	22	9	40.9%	14	60.9%	5	20.0%
Riverslea School	31	21	67.7%	26	81.5%	5	13.8%
St Joseph's School	164	143	87.2%	150	91.2%	7	4.0%
Twyford School	150	113	75.3%	125	83.1%	12	7.7%
<b>Whirinaki Kāhui Ako</b>	<b>1034</b>	<b>795</b>	<b>76.9%</b>	<b>863</b>	<b>83.4%</b>	<b>68</b>	<b>6.5%</b>

Mathematics - Māori							
	Total students	Baseline - 2016		Target - 2020		Shift required	
		Number	Percent	Number	Percent	Number	Percent
Maraekakaho School	23	x	x	x	x	x	x
Clive School	86	65	75.6%	72	83.1%	7	7.5%
Mayfair School	118	83	70.3%	97	82.1%	14	11.7%
Meeanee School	34	27	79.4%	29	83.9%	2	4.5%
Pakowhai School	5	x	x	x	x	x	x
Riverslea School	26	18	69.2%	22	81.8%	4	12.6%
St Joseph's School	40	29	72.5%	33	82.5%	4	10.0%
Twyford School	47	33	70.2%	39	82.0%	6	11.8%
<b>Whirinaki Kāhui Ako</b>	<b>379</b>	<b>273</b>	<b>72.0%</b>	<b>313</b>	<b>82.4%</b>	<b>40</b>	<b>10.4%</b>

Mathematics - Boys							
	Total students	Baseline - 2016		Target - 2020		Shift required	
		Number	Percent	Number	Percent	Number	Percent
Maraekakaho School	69	52	75.4%	58	83.1%	6	7.7%
Clive School	136	115	84.6%	121	88.6%	6	4.0%
Mayfair School	98	65	66.3%	80	81.3%	15	14.9%
Meeanee School	43	34	79.1%	37	83.8%	3	4.7%
Pakowhai School	12	5	41.7%	8	61.7%	3	20.0%
Riverslea School	18	10	55.6%	14	75.6%	4	20.0%
St Joseph's School	82	72	87.8%	76	91.8%	4	4.0%
Twyford School	72	52	72.2%	60	82.4%	8	10.2%
<b>Whirinaki Kāhui Ako</b>	<b>530</b>	<b>405</b>	<b>76.4%</b>	<b>442</b>	<b>83.3%</b>	<b>37</b>	<b>6.9%</b>

# Strategic Goals and Actions

## Strategic Aim:

To ensure that the schools of Whirinaki Kāhui/Ako are focused on high quality teaching and learning where all students experience success.

## Actions:

Following endorsement of our Achievement Challenge a detailed Implementation Action Plan will be developed. Below is a high level picture of the actions that will sit under our strategic goals. It is the intention that schools individual Charters will align with the Kāhui Ako implementation and action plan, as this is developed and aligned with individual schools priorities and special characters.

Goal	Initial Actions
<b>Strong Transitions between ECE, Primary and Secondary Sectors</b>	<ul style="list-style-type: none"> <li>To establish which ECE Associations which feed to each school.</li> <li>To start contacting the relevant Pre –School Associations to open dialogue as to expectations for both organisations</li> <li>Establish the most relevant pipelines that exist in our COL</li> <li>To develop systems to enable efficient data sharing.</li> <li>To trial a data tracking system for students who progress through our CoL with the view to involve other local CoLs.</li> <li>Development of a rubric of to measure how well students transition. This could include, how they settle, what type of ECE students have transitioned from, type of transition programme, level of information shared. This information could be used to inform future transition programmes for a variety of ECE services, primary schools, full primary schools, intermediates, high schools and tertiary providers in our wider region.</li> </ul>
<b>Cultural Responsive Pedagogy</b>	<ul style="list-style-type: none"> <li>Engage with a PLD provider to assess the current level of staffs' understanding around culturally responsive relationships.</li> <li>Collect student voice data to measure cultural responsiveness</li> <li>Survey the needs and aspirations of whanau.</li> <li>Synthesise what expertise we have in the Whirinaki Kāhui Ako. What knowledge exists of Tataiako, Ka Hikitia, Poutama Pounamu?</li> <li>Develop opportunities for students to connect with and express their cultural identity.</li> <li>Professional learning and development around cultural inclusivity and understanding Māori perspectives.</li> <li>The Community of Learning will appoint one cross-school teacher to lead the above actions following PLD.</li> </ul>
<b>Effective teaching pedagogy in Mathematics</b>	<p><u>PLD</u></p> <ul style="list-style-type: none"> <li>Growing Leaders               <ul style="list-style-type: none"> <li>Inquiry</li> <li>Leadership</li> <li>Maths PD</li> </ul> </li> <li>Some schools will continue to engage with self funded PLD e.g. Dinah, Prime Maths</li> <li>Provide professional development for teachers in assessment gathering and analysis in numeracy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide professional development for teachers in the use of rich maths tasks and the subsequent questioning and analysis.</li> </ul> <p><u>Assessment and Data Moderation</u></p> <ul style="list-style-type: none"> <li>• Identify a set of precise indicators upon which we make decisions around progress and achievement.</li> <li>• Moderation across schools will provide consistency in measuring progress and achievement.</li> <li>• Using a common assessment tool.</li> </ul> <p><u>Inquiry:</u></p> <ul style="list-style-type: none"> <li>• Within school leaders to engage in inquiry through professional development which can be disseminated back to schools. This leadership group would involve representatives from each school working with PD provider becoming a resource within schools. Across school leader roles can be to support this process.</li> <li>• Inquiry into rich maths by in school leaders in conjunction with professional development in schools.</li> <li>• Within school leaders to develop sharing of pedagogical approaches which can be used to empower teachers with effective strategies used across the CoL.</li> </ul> <p><u>Students, Parents and Whanau:</u></p> <ul style="list-style-type: none"> <li>• Sharing information about the Community of Learning with parents and seeking their views on the targets and how best to work towards them.</li> <li>• Working with whanau and students on the value of education and how working together will lead to improved attendance and achievement.</li> <li>• Reporting to Boards of Trustees on the implementation process as well as progress towards the targets.</li> <li>• Reporting to parents on the progress of their own child as well as the school's progress towards the targets</li> </ul>
<p><b>Development of a communication tool to share the Whirinaki vision and</b></p>	<p>As part of the development of this Achievement Challenge document. We have discussed developing a visual communication tool that will allow us to simply but effectively share our vision and purpose with all stakeholders. This will be an important action early in the next phase of our operation.</p>
<p><b>Developing Effecting Coaching</b></p>	<p>Underpinning the ability to achieve the set challenges is an emphasis on growth coaching for teachers. This includes across school and within school teachers undertaking growth coaching professional learning which will strengthen the ability for them to perform their roles.</p>